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This report contains descriptions of nine teacher education projects and five research and planning projects. The fourteen projects were conducted between February and August of 1966 in 26 California school districts. Personnel in five California State Colleges and three branches of the University of California were involved in the projects. The research projects studies (1) the impact of three preschool programs on the conceptual skills and self-reliance of disadvantaged and nondisadvantaged children, (2) ways to remedy the learning disabilities of disadvantaged youth, (3) student adjustment and achievement in desegregated schools, (4) comparative data from schools in predominantly Negro, Mexican-American, and privileged areas of Los Angeles, and (5) a problem in urban renewal in Oakland. Project descriptions include information on major contributions and findings and on the status of continuing activities. Materials available for dissemination and exchange are listed for each project. (LB)

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A Report on

Research and Teacher Education Projects for Disadvantaged Children

ED022814

UD 004 738

Project Description and Status 1965-1966

CALIFORNIA STATE DEPARTMENT OF EDUCATION
MAX RAFFERTY—SUPERINTENDENT OF PUBLIC INSTRUCTION
SACRAMENTO 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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a report on

RESEARCH AND TEACHER EDUCATION
PROJECTS FOR
DISADVANTAGED CHILDREN

Description and Present Status of Projects

1965 - 1966

UD 004 738

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PREFACE

The effectiveness of programs designed to improve the education of disadvantaged youth will be determined, in a large measure, by the understanding and skills possessed by teachers who implement those programs. A thrust in the direction of improving the education of teachers for these programs was made with the passage of the McAteer Act by the California Legislature in 1965. Provisions of the act make it possible to involve the California State Colleges and the University of California in research, consultative and innovative activity related to improving teacher education for programs for disadvantaged youth.

Between February 1, 1966 and August 31, 1966, five California State Colleges and personnel at three branches of the University of California were involved with 26 local school districts in 14 projects. Each project was reviewed during on-site visits and reports were submitted on activities at the end of the first period of operation. For the ten continuing projects, progress reports for the first quarter of operation have been received.

Analysis of materials received and notes made during visits were summarized. A description of each project, a summary of its major contributions and findings, the present status of the current continuing activities, and materials for dissemination and exchange are set forth in this report.

Preparation of the report included the combined efforts of Dr. Ruth Martinson, California State College, Dominguez Hills, and Dr. Robert Ruthemeyer, both of whom served as special consultants in the Research and Teacher Education Programs Unit.

Wilson C. Riles, Director
Office of Compensatory Education

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PART I

INTRODUCTION

INTRODUCTION

This report is designed to describe and give the present status of projects authorized and approved under the provisions of Chapter 1163/65 (McAteer) Senate Bill 482. The legal basis on which these projects were undertaken is quoted directly as follows:

> Sec. 7. 6454. (a) The State Board of Education may establish programs of the following types:
>
> (1) Establishment of new curricula or modification of existing curricula in connection with the education and training of prospective teachers, to incorporate instruction in methods and techniques developed by competent authorities designed to enable teachers effectively to teach disadvantaged children.
>
> (2) Research and consultative work projects undertaken to assist state and local public school agencies in carrying out their responsibilities under this chapter.
>
> (3) Independently, or in cooperation with any public or private agency or organization, engaging in research and development undertakings directed to overcoming disadvantage, together with related activities involving evaluation, demonstration and dissemination of findings having to do with programs of compensatory education.
>
> (b) It is the intent and aim of the Legislature that the University of California and the California State Colleges participate to the extent practicable with local public school

agencies and the State Board of Education in their endeavors under this chapter. It is recommended that greater attention be devoted in the training of teachers to their preparation in the techniques and skills required to cope with the problems of disadvantaged children at the preschool as well as the elementary and secondary level. The university and the state colleges are urged to participate at the local level in the programs being administered by the local public school authorities and agencies, and to provide all technical and personnel services practicable.

Under these legal provisions, three major types of projects were encouraged and launched, namely,

1. Curriculum innovations and modifications in teacher education programs at both the pre-service and in-service stages.
2. Research and consultative work projects involving resources and personnel at California State Colleges and the University of California in cooperatively planned activities with local school districts.
3. Research and development activities involving State College and University personnel and resources aimed at answering questions relating to the effective conduct of Compensatory Education programs in local school districts.

Each project included activities in one or more of these areas.

Summary of Activities

Funds amounting to $855,316 were approved for fourteen projects during the period January 1, 1966 to August 31, 1966. These projects involved five of the California State Colleges and three branches of the University of California working directly with 26 school districts. The projects are classified as teacher education (N = 9) and research and planning (N = 5). A total of 6,315 persons were reported as directly involved either as recipients of benefits from pre-service and in-service education or as subjects for research studies. Table 1 shows the total of persons involved in each of six categories.

Table 1
CATEGORIES IN WHICH 6,315 PERSONS WERE INVOLVED

Category	Number of Persons
Pre-Service (teacher trainees)	679
In-Service (teachers)	858
Associate Teachers	22
Teacher Aides	92
Pupils	3288
Parents	1376
Total	6315

Table 9 in the Appendix shows how these persons are distributed throughout the individual projects.

An analysis was made of all projects to determine the total scope of activities included. In Table 2 these activities are summarized. Projects are identified by project numbers. These numbers, e.g. M5-1, M5-2, etc., identify the project and are used throughout the descriptions in Part II.

Table 2

SUMMARY TABLE: AREAS OF ACTIVITY FOR PROJECTS
for 1965 - 1966

Activity	Projects Involved in the Activity	Number Involved
A. RESEARCH		
1. Preschool	M5-4, M5-16, M5-7	3
2. Elementary	M5-1, M5-14, M5-20	3
3. Junior High	M5-16, M5-20	2
4. Pre-Service	M5-2, M5-20	2
5. In-Service	M5-2, M5-14	2
6. Other		
a. Organizational	M5-4	1
b. School Programs	M5-7, M5-22	2
c. Teachers	M5-22	1
B. INSTITUTION-DISTRICT COOPERATION	M5-1, M5-2, M5-4, M5-6, M5-7, M5-11, M5-14, M5-16, M5-20 M5-21, M5-22, M5-23	12
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D. PRE-SERVICE EDUCATION	M5-2, M5-6, M5-16, M5-20, M5-23	5
E. PLANNING	M5-4	1
F. DATA COLLECTION		
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3. Program	M5-2, M5-7, M5-16, M5-20	4
H. COMMUNITY AND OTHER AGENCY INVOLVEMENT	M5-2, M5-4, M5-6, M5-14, M5-21, M5-23	6

Sources and Use of the Report

Materials for this report were developed from the following sources:

1. Initial proposals submitted for approval for funding.
2. On-site visits to projects and conferences with project personnel and committees.
3. Analyses made from project reports for the period ending August 31, 1966.
4. Continuing proposals submitted if the project was to be continued.

In Part II an attempt has been made to describe each project by showing (a) Objectives - what the project proposed to accomplish; (b) Present Status - how the project is proceeding and what stage has presently been reached; (c) New Directions - what new directions have been taken if the project is continuing, and (d) Available Material - end products that have already accrued as a result of the project and that are available. These appear at the end of each project description and are summarized in a classified form in Table 14 in the Appendix.

The entire report may be used in several advantageous ways. No systematic exchange of information has been made among project participants. The descriptions and Appendices may be used to gain information about other projects. Material exchanges and visits may result in increased activity in research and teacher education for disadvantaged children. Used in this way, the report may serve a dissemination function.

A second use of the report may stem from insights gained by school district personnel in more effective and extended use of resources of the California State Colleges and the University of California in staff in-service education. A total of 1,044 California school districts participated in 1,353 ESEA Title I projects during the period summarized in this report. Guidelines for use of Title I funds require an in-service education component as an integral part of any project undertaken. An analysis of the distribution of activities in these projects is given in Table 3[1]. The table shows the percentage of projects which have the listed activities as a "primary" or "secondary" or "other" objective.

Table 3

TYPES AND PERCENTAGES OF ESEA TITLE I ACTIVITIES

Type of Project	Primary Activity	Secondary Activity	Other Activity
Preschool	3.9%	1.8%	2.2%
Remedial & Corrective	47.5%	21.4%	11.4%
Supportive & Auxiliary Services (such as libraries, special education & speech therapy)	9.9%	7.6%	13.0%
Guidance & Counseling	5.1%	9.8%	11.0%
Health Education Services	1.2%	2.2%	3.4%
School-Community Coordination	2.3%	2.1%	3.2%
Cultural Enrichment	10.3%	12.8%	16.2%
Reduction of Teacher Load	7.7%	23.4%	16.2%
Study Centers & Tutoring	4.1%	4.4%	1.7%
In-Service Training of Staff	5.7%	6.5%	18.8%
Attitude Change	1.8%	6.4%	5.2%
Dropout Projects	.04%	.3%	.2%

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[1] California State Department of Education, Evaluation of ESEA, Title I Projects of California Schools. Annual Report 1965-1966. p. 5-9.

The small percentage of districts having "In-service Training of Staff" or "Attitude Change" as primary or secondary activity may suggest a significant use of this report for school district personnel. Among the activities described in several projects conducted under the McAteer Act are significant and effective approaches to staff in-service training and the development of instruments for assessing the value of these approaches. Moreover, effective ways of assessing needs and altering attitudes of pupils are the central concerns of some of the research oriented activities. Contacts with and information gained from these projects might serve to give program planners a broader basis for developing more effective programs.

Thirdly, the report may be used as a source for the generation of other proposals for projects. Among the reports listed in "Available Material" are significant unanswered questions and ideas which could by used as a basis for collaboration between university or college personnel and school districts in carrying out compensatory education programs. Such derived projects would be in keeping with the intent of Section 7 and a continuation of the type of activity described in these projects.

The information in the report is presented with the hope that it will fulfill a useful role in one or more of the ways listed above.

PART II

DESCRIPTION OF PROJECTS

Description of Teacher Education Projects

McATEER PROJECT
M5-1

TITLE: A Planning Program and In-Service Institute to Develop a Demonstration School and Research Center at Lincoln Elementary School in the Field of Compensatory Education

DATES: Phase I - January, 1966 to August 31, 1966

INSTITUTIONS: Pasadena Unified School District and California State College at Los Angeles

DIRECTOR: Dr. Renée LeRoy
Compensatory Education
Pasadena City Schools
351 South Hudson Avenue
Pasadena, California 91109
Phone: (213) 795-6981

PURPOSE

The Pasadena City Schools, in cooperation with the California State College at Los Angeles, planned an innovative program which would develop the Abraham Lincoln Elementary School into a Demonstration - Research Center for Compensatory Education Programs. Initial efforts were directed toward program and staff development, curriculum planning, in-service education, and pre-service teacher education.

PRESENT STATUS

Achievements of the first phase of this project are listed in the publication, A Project Proposal for Compensatory Education--To Continue the Development of a Demonstration - Research - Pre-Service - In-Service Teacher Training Center at Lincoln Elementary School, (Pasadena City Schools, July, 1966). The achievements listed are as follows:

1. The completion of the initial in-service education program which provided background information for the Lincoln Staff and for selected teachers from the district at large.
2. Extensive staff development and planning during the summer for implementing phases of the program.
3. Selection and utilization of a Staff Steering Committee as well as a Citizen-Staff Advisory Committee.
4. Activating the Associate Teacher Program: Twenty associate teachers and other staff personnel were added.
5. Acquisition of supplies, equipment, and remodeling of facilities, in particular, the elementary library facility.
6. Curriculum planning and in-service program for the staff.

In a publication evaluating all Compensatory Education Programs in the Pasadena City Schools (1)[1] data presented for this project can be summarized as follows:

In-Service

Sixty-four persons participated in the in-service training program. Approximately three-quarters of the attending teachers reported "moderate value" or "high value" for the meetings. Attendance at the meetings was excellent, due in part to the released time from classroom duties made possible by the use of associate teachers. Lectures presented during the in-service training and reports from small group discussions are given in Summary, In-Service Education Program: Lincoln School, (Pasadena City Schools, Spring, 1966). From an opinionaire completed by teachers in attendance, suggestions were made to improve the in-service program.

---

[1] Numbers in parentheses refer to reports and other items listed in "Available Materials" found at the end of the description of each project.

Associate Teachers

Twenty fully credentialed associate teachers were employed, "to assist the regular classroom teachers in the Lincoln School and to assume responsibility of classroom teachers when regular teachers are involved in planning sessions or attending in-service education programs."

The program posed some operational questions for which answers were partially given in the first period evaluation. Such an arrangement raises the following types of questions: If a teacher is given a fully qualified teacher to assist with the classroom learning setting, how is this person used? How are associate teachers viewed by the regular teacher? What roles can be effectively assumed by associate teachers in this setting? Are there any differences in the way in which pupils are viewed by the regular teacher and the associate teacher?

Statements from the evaluation report suggest the following:

1. Most of the regular teachers accepted their associate teachers as professional equals; however, some apparently have not. Suggestions were made by regular teachers to rectify this problem.
2. Responses by the associate teachers indicated less than complete harmoniousness with the implementation of the

idea of the associate teacher. One suggestion that appeared several times was the desire to have the associate teacher work in two classes rather than a single class.

3. Associate teachers and regular classroom teachers gave approximately the same estimates of pupil achievement and pupil growth in different subject areas. "A questionnaire was sent to teachers, associate teachers and aides in the schools, asking them to estimate where their class had been in January, 1966, and again in May, 1966." Twenty tables, showing these "estimates of growth" in twenty different subject areas, show the following results when analyzed:
   a. In all subjects at the combined primary and intermediate levels, associate teachers and regular classroom teachers gave median "estimates of growth" of .50 years, the expected normal growth for that period.
   b. At the primary grade level there was no statistically significant difference between the regular teacher's estimates of pupil growth as compared with the associate teachers' estimate.
   c. At the intermediate grade level the differences in pupil growth ratings were statistically significant (sign test sig. .01 level) between regular teacher ratings compared with the associate teacher. The regular teachers' estimated growth was greater than that of the associate teacher. It should be noted that the

associate teachers assumed classroom responsibilities about midyear, thus they had less observational experience upon which to base their subjective opinion.

Additional Data

This project is continued through 1966-67. Additional data to be supplied in the first progress report of the continued project are as follows:

1. A summary of plans developed by the staff during the summer.
2. A description of the Steering Committee and the Advisory Committee and their roles in the project.
3. A description of the new role of the library in the curriculum plans.

NEW DIRECTIONS

With major planning and staff partly completed, the following activities suggest the present directions being taken:

1. Pre-service classes meet at the Center and pre-service trainees are involved more intensely in the total program.
2. An arts and crafts center under the direction of an Art Education Specialist is developing a program to enhance art experiences for pupils at Lincoln as well as groups of pupils at other schools of the district.

AVALIABLE MATERIAL

1. Bolling, Rexford W., Project Evaluation: Program of Compensatory Education. Pasadena: Pasadena City Schools, August 15, 1966, pp. 209. Contact Dr. Renée LeRoy.

2. Summary In-Service Education Program Lincoln School, Spring, 1966, pp. 143. A collection of authoratative lecture presentations and group reports.
   Contact Dr. Lyle Hanna
   School of Education
   California State College at Los Angeles
   5151 State College Drive
   Los Angeles, California 90032

3. A study of the use of associate teachers is presently in progress and is not reported to date.

4. Visits to the school are encouraged.
   Contact Mr. Edward Shutman, Principal
   Abraham Lincoln Elementary School
   Pasadena, California
   Phone: (213) 793-9124

McATEER PROJECT
M5-2

TITLE: Sausalito Teacher Education Project (STEP)

DATES: February 1, 1966 to August 31, 1966

INSTITUTIONS: Sausalito School District and San Francisco State College

DIRECTOR: Dr. James E. Bixler
Professor of Education
San Francisco State College
1600 Holloway Avenue
San Francisco, California 94132
Phone: (415) 469-2296

PURPOSE

San Francisco State College, in cooperation with Sausalito School District, is developing an innovative approach to pre-service and in-service preparation of teachers working with educationally disadvantaged children. STEP combines the pre-service and in-service aspects of teacher education in a model based on effective current practices and research.

PRESENT STATUS

Several reports from the project indicate that during the first phase the following activities have been accomplished:

1. Establishment of a Teacher Education Center in the Sausalito School District.
2. Development of a basic experience through the Seminar-

Tutorial Program.

3. Development of a basis for a new approach to the student teaching experience.
4. Development of the Outdoor Education Program and synthesizing this with the candidates' total pre-service experience.
5. Involvement of pre-service and resident teachers in a summer institute in which analysis of teaching strategies was the central focus.
6. Establishment of group counseling techniques for use with small groups of pre-service teacher candidates.
7. Establishment of a new approach for the use of a media specialist.

Teacher Education Center

A major accomplishment during the first phase of the STEP project was the establishment of a Teacher Education Center. An unused building located at the Bayside School site was renovated for use in a wide variety of STEP activities. This center serves as a hub of activity for all personnel involved with STEP. It houses classroom laboratories, instructional materials centers, a professional curriculum library, and facilities in which all personnel involved with STEP may meet and share ideas.

Seminar-Tutorial Program

Twenty-three volunteer students from Educational Psychology and Educational Sociology courses at San Francisco State College worked in the Sausalito schools three days a week during the spring session of 1966. Each college student tutored two pupils. While working in the Sausalito schools, the volunteers also attended seminars and assisted with other STEP activities.

The effectiveness of college student tutors was evaluated by informal inquiry. The college students made weekly records of the progress that pupils made under their direction. Information from the college students was also obtained from the seminar sessions, written assignments, indiviudal logs, and self-evaluations. Statements relating to the effectiveness of college students in the STEP activities was also obtained from school administrators, teachers, parents, citizens familiar with the programs, and the press. The results of the informal inquiry indicated that the college students were effective in helping pupils in the STEP program. Comments from the college students indicate that they also benefited from the experience.

Comparison of Seminar-Tutorial Students with Regular Program College Students

A start was made on collecting information on prospective teachers of the disadvantaged. The 23 students of the Seminar-Tutorial program were compared with 26 randomly selected regular students enrolled in a Standard Elementary Credential program. These students were administered the California Psychological Inventory (CPI) and the Minnesota Teacher Attitude Inventory (MTAI). From these two general inventories of teacher attitude and personality, it was concluded that the Seminar-Tutorial students did not differ from the students in the regular program.

Information concerning personal and demographic variables was also obtained from the two groups of students. Generally, the Seminar-Tutorial students were further advanced in college, came from families whose fathers constitute a larger proportion of professionals, tended to live at home less, were not required to work as much, have not earned scholastic honors, and have traveled abroad more. While the two groups differ in these personal and demographic variables, evaluations of differential success in teaching the educationally disadvantaged must await well-designed follow-up studies. Similar studies form a basic part of the task of the research team.

Student Teachers

Ten student teachers from San Francisco State College worked with 15 resident teachers in the Sausalito Schools from February to June, 1966. The student teachers were in the schools four days a week. Evaluative reports on the student teaching experience were favorable. A survey indicated that nine of the ten student teachers were interested in teaching disadvantaged pupils. Two of these student teachers were hired by the Sausalito School District to fill the only vacancies at that time.

STEP Outdoor Education Program

College students who were prospective teachers and resident teachers of Sausalito were given training in working with children in an outdoor laboratory setting. The college students made summer field trips with young pupils to such places as the Museum of Natural History in San Rafael, Stinson Beach, and a post office. A Bayshore cruise was also taken. The general consensus of the college students and resident teachers was that the field trip experience "proved to be one of the best teaching techniques for the disadvantaged child."

College students and resident teachers took 50 pupils (5th, 6th, and 7th graders) to the Sierra Buttes Recreation Area near Camp Leonard. The seven-day outdoor educational experience took place at three different campsites--Teepee Site, Volcano Lake Site, and Dugan Pond Site. Spontaneous comments from parents and youngsters ranged from "favorable" to "very enthusiastic." The camp staff members made recommendations to make future outdoor education camp experiences more effective.

Special Course in Diagnostic Assessment

A special one-week summer course in Diagnostic Techniques was conducted by Dr. Lou Falik of the San Francisco State College faculty. Instruction was given in formal, informal, and personal diagnostic techniques that included testing for intelligence, aptitude, personality and achievement. Behavioral strategies available to teachers following assessment were a proper part of the course.

Participation of Resident Teachers and College Students

Activities sponsored by the college involved college students as pre-service teacher candidates and resident teachers in a variety of activities. This is the basis upon which pre-service and in-service are being approached as one continuous process. In Table 4 the areas of participation of teachers and teacher candidates are given with the number of persons involved indicated in parentheses.

Table 4

AREAS OF PARTICIPATION BY COLLEGE STUDENTS AND RESIDENT TEACHERS IN STEP PROGRAM

College Students		Resident Teachers	
Spring		Spring	
Tutorial	(23)	In-Service (42 secondary and 40 elementary)	(82)
Student Teaching	(10)		
Summer		Summer	
Leadership training Outdoor Education	(12)	Diagnostic Assessment	(14)
Camp Leonard Outdoor Education	(19)		
Student Teaching	(3)		
Summer School Workshop	(19)	Summer School Workshop	(27)

Resident teachers appeared to be stimulated by working with student teachers and volunteer tutors. Demonstrations by faculty members from the college were well received by resident school personnel and the community; STEP activities, thus far, have caused a marked improvement in teacher attitude toward in-service education.

Group Counseling

The 23 college volunteer students participated in group counseling sessions to explore their attitudes, feelings, values, and aspirations as related to their role as a prospective teacher. The full value of the counseling sessions was not achieved. The evaluation efforts helped to develop guidelines that should improve future counseling sessions.

Communications and Community Relations

To improve the pre-service and resident teachers' understanding of minority group children in the Sausalito schools, several studies were made of the Marin City and Sausalito environment (2 and 3). The several reports contain aspects of history, socio-economic characteristics, political impacts, and other pertinent influences that affect the life of the community.

Much favorable and supportive publicity has been given to the STEP program by several of the newspapers of the area. Several feature articles have been written regarding the project.

NEW DIRECTIONS

The STEP project is being continued in 1966-67 on a more comprehensive basis with the following new directions:

1. Additional research personnel has been added for work on development of instruments to assess attitude change and growth in teaching skills.
2. A sound rationale has been developed as a theoretical basis for an innovative approach to pre-service education of teachers.
3. The project Media Specialist has developed unique materials for use in the pre-service instructional program.

AVAILABLE MATERIAL

1. Bixler, James E., Sausalito Teacher Education Project: STEP. San Francisco: San Francisco State College, February 1 - August 31, 1966, pp. 119.
    - a. Appendix A, "STEP Interview Schedule" - Questions asked student teachers and college student volunteers (tutors). The response to the questions was recorded on audio tape.
    - b. Appendix B, "Categorical Protocol Derived from the Content Analysis of Transcribed Taped-Interviews with STEP Students (N = 20) and Student Teachers (N = 10), (May, 1966)."
    - c. Appendix C, "Coding Protocol" - A measure of the accuracy with which verbal statements could be categorized.
    - d. Appendix F - Summary of responses of teachers, STEP tutors, and Tutees to questions regarding the Study Center.
    - e. Appendix G, Attachment 2, "Direct Experience Inventory" - The inventory concerns outdoor camp experiences.
    - f. Appendix G, Attachment 3, "Direct Experience Inventory" - Summary of outdoor camp experience of the adult leaders.
    - g. Appendix G, Attachment 4, "Interest Inventory" of STEP pupils.
2. Stone, Robert C., and Arthur R. Rizzo, Race and Class in Marin City: A Report to the STEP Project. San Francisco: Institute for Social Science Research, October 15, 1966, pp. 17.
3. STEP, Background Material on Marin City, California: Where Our Disadvantaged Children Live, 1966, pp. 23.
    Contact Dr. James Bixler

McATEER PROJECT
M5-3

TITLE: Training and Demonstration to Promote Teacher Growth, Pupil Achievement, and School Progress (GAP)

DATES: September 1, 1966 to August, 1967

INSTITUTIONS: Los Angeles City Unified School District and California State College at Los Angeles

DIRECTOR: Dr. Mary Bany, Chairman
Elementary Education
California State College at Los Angeles
5151 State College Drive
Los Angeles, California 90032
Phone: (213) 224-3742

PURPOSE

The purpose of this project is to study ways of effectively increasing learning and satisfaction with groups in the classroom, and to deepen teachers' perceptions of classroom behaviors. Knowledge and principles about the dynamics of face-to-face groups are applied and tested in classroom group situations.

PRESENT STATUS

This project was funded in April, 1966, but arrangements could not be made for implementation at that time. Arrangements were made for funding and implementation in September, 1966.

NEW DIRECTIONS

Activities in the 1966-67 academic year include the following:

1. A well-planned series of meetings on in-service education is being held for 60 teachers at three schools, involving these approaches:
    a. Participation Case Method
    b. T-Group Training in observant participation
    c. Incident-Process method

AVAILABLE MATERIAL

1. Bany, Mary A., Group Approaches to Problems of Teaching Culturally Different Children: GAP. Los Angeles: California State College at Los Angeles, 1966.

2. Diagnostic tools for gathering data on sources of childrens' dissatisfaction with school.
    a. Intermediate Grades
    b. Individual Interview Form
    c. Group Interview Form
    d. Observation Guide
    e. Observation Form

3. Diagnostic tools for determining sources of teachers' dissatisfaction with school.
    a. Teacher's Check List
    b. Teacher Report of a Behavioral Incident or Situation

McATEER PROJECT
M5-6

TITLE: A Program for Improving the Abilities of In-Service Teachers and Student Aides to Work With Educationally Deprived Children

DATES: February 7, 1966 to June 30, 1966

INSTITUTIONS: San Diego State College and Fifteen School Districts in San Diego and Imperial Counties

DIRECTOR: Dr. Robert R. Nardelli
Professor of Education
San Diego State College
San Diego, California 92115
Phone: (714) 286-6135

PURPOSE

The purpose of this project was two-fold:

1. To establish an organized Center for Compensatory Education to serve as a coordinating agency for all college programs relating to the education of disadvantaged pupils.
2. To promote in-service education for teachers from 15 school districts in the following areas:
    a. Teaching English as a second language.
    b. Teaching skills in reading instruction.
    c. Evaluating pupil progress
    d. Using Teacher Aides recruited from high school students and recent graduates interested in becoming teachers.

San Diego State College, in cooperation with 15 school districts in San Diego and Imperial Counties, provided training for teachers and student aides working in compensatory education programs. Along with the specific training, help was obtained from sociologists, psychologists, and anthropologists to improve the understanding and attitudes of teachers with regard to disadvantaged children.

PRESENT STATUS

In the final report of this project (2) the following accomplishments are cited:

1. The Center for Compensatory Education was organized and served the 15 cooperating school districts.
2. In-Service programs involving approximately 279 teachers from 15 school districts and 50 teacher aides were conducted and evaluated.

Center for Compensatory Education

The Center for Compensatory Education developed a staff of qualified resource persons to work with teachers on problems of the disadvantaged pupil. The program of in-service was planned and based on expressed needs of teachers from the 15 school districts. The Center also purchased books and films concerning understanding and teaching of disadvantaged children. Teachers from the various districts used the materials which were obtained by the Center.

Daytime Workshops With Districts

Teachers, supervisory and administrative personnel were released from classroom duties to participate in one of three major sections of the workshop. The specific needs of the various districts strongly influenced the content of the workshop. A total of 85 persons participated in the workshops. The three workshop sessions were:

a. Evaluation Procedures - This section met at Chula Vista for eight morning sessions between March 10 and April 12, 1966. There were 37 persons who regularly attended the workshop and seven occasional attendees. Participants represented nine school districts. Instruction was given in the use and interpretation of the following testing materials: Stanford Diagnostic Reading Test, Peabody Vocabulary Test, Learning Potential Test, Harris-Goodenough Test, Gilmore Reading Test, Diagnostic Reading Test, Van Alstyne Picture Vocabulary Test, Technical Comprehension Test, and Harris Draw-a-Man Test. Some testing was started near the end of the school year (1965-66), and the test results will provide comparative information for future testing.

   The released time feature was rated highly as was the opportunity to become more knowledgeable about tests and evaluation of the disadvantaged.

b. Improvement of Reading Among the Disadvantaged - Thirty-seven persons participated in a special workshop on the improvement of reading instruction for the disadvantaged. Techniques and materials of instruction were studied. The teachers produced reading materials suitable for instruction of the disadvantaged. Concurrent with instruction on suitable reading techniques, the participants were provided information to increase their understanding of the disadvantaged. All participants completed an evaluation of the workshop. One of the items on the evaluation instrument sought to measure how "helpful" the workshop was to the teachers. This item was based on a five-point scale with the value 1 rated as high. The mean rating was 1.8.

c. Multi-Disciplinary Approach to Understanding the Disadvantaged - A multi-disciplinary approach to understanding the disadvantaged was used in an eight-day session. The session featured numerous competent resource persons who presented the views of sociology, psychology, anthropology, and medicine. Evaluations by the participants indicated positive response to the presentations.

Evening Workshops for Teachers of the Disadvantaged

Sixteen sessions were organized, with a total of 180 individuals participating. The workshops were organized as follows:

a. Three sections on reading in the elementary school.
b. One section on counseling and guidance.
c. One section on reading in the secondary school.
d. One section on teaching English as a second language in the elementary school.
e. One section on teaching English as a second language in the secondary school.

This workshop series improved teaching skills and understanding for the teachers enrolled.

Workshop - Teaching English as a Second Language

San Diego State College, Imperial Valley Campus, offered teachers a special workshop to help them improve their skill in working with children who have difficulty in speaking English. Teacher participation was described as enthusiastic. Evaluations by the teachers indicated that they profited greatly from the workshop.

A modified version of the Apple Attitude Test (1) was given to the daytime workshop participants. This test was also administered to the evening workshop participants at the conclusion of the workshop. The attitude inventory attempts to assess attitudes of teachers toward various minority groups and other individuals in the schools. The computer results of the analysis of the experimental use of the Apple Attitude Test should be completed by early 1967.

Evaluations were returned by 14 teachers who participated in the in-service training, "Teaching English as a Second Language." Based on ten criteria, on the average, 66 per cent of the participants rated the course work as "very useful." On the average, information presented by eight speakers was rated as "very useful" by 61 per cent of the participants. On the average, information presented by six films was rated as "very useful" by 62 per cent of the teachers.

Teacher Aides

Evaluations (2) were completed by 43 teachers using high school teacher aides. In Table 5, a partial summary of the teacher aide evaluations is shown.

Table 5

PARTIAL SUMMARY OF TEACHER EVALUATIONS OF HIGH SCHOOL TEACHER AIDES BY 43 TEACHERS

Activity	Rank Assigned (N = 43)			
	high	average	low	doesn't apply
Assisting with instruction individual and small group help, drills, P. E., art, etc.	32	11	0	0
Materials preparation bulletin borads, charts, flash cards, games, art supplies, etc.	19	14	1	9
Assisting with Supervision assemblies, library, field trips, playground, etc.	25	10	0	8
Clerical help typing, roll call, grading papers, ditto machine, etc.	20	12	0	11

NEW DIRECTIONS

This project established a functioning Center for Compensatory Education serving 15 school districts and the college. The 1966-67 project at the San Diego State College is directed at:

1. The intensification of the services of the Center by employing a director with full responsibility for developing these services.
2. The development of in-service programs designed to reach less flexible teachers of disadvantaged pupils.

AVAILABLE MATERIAL

1. Apple, Joe, Apple Attitude Test. The test contains 68 items which attempt to assess attitudes of teachers toward various minority groups and other individuals in the schools. The test has not been standardized. The results of the pre- and post-test will be completed in early 1967.

2. Nardelli, Robert R., A Program for Improving the Abilities of In-Service Teachers and Student Aides to Work with Educationally Deprived Children. San Diego: San Diego State College, February 6 - August 31, 1966. Note: the finished copy of the report will be completed shortly.
   Contact Dr. Robert Nardelli

3. Evaluation of Teacher Aides. Forty-three teachers completed the Teacher Aide evaluation instrument.

McATEER PROJECT
M5-11

TITLE: In-Service Training Staff Development for Educators of Disadvantaged Deaf Children

DATES: April 4, 1966 to June 30, 1966

INSTITUTIONS: California State College at Los Angeles and Los Angeles City Unified School District

DIRECTOR: Dr. Jean Utley Lehman
Special Education Center
California State College at Los Angeles
Los Angeles, California 90032
Phone: (213) 225-1631

PURPOSE

California State College at Los Angeles, in cooperation with the Los Angeles City Unified School District, developed three, one-week in-service training sessions for California teachers and administrators working in programs for disadvantaged deaf children. The objectives of the training were to enable the teachers and administrators of disadvantaged deaf children to assist these children in developing better language foundation, oral communication, social skills, and in strengthening their academic potential.

PRESENT STATUS

Training sessions were held at Hyde Park School and California State College at Los Angeles during the weeks of April 4 - 8, June 20 - 24, and June 25 - 30, 1966. Ninety-five different people attended the sessions, at which 19 nationally recognized individuals presented formal lectures, demonstrations, and directed informal discussions relating to working with deaf children. After each weekly session, each participant filled out an evaluation sheet. The staff concensus, based on participants' weekly evaluations, assignments submitted, and general reactions, was that the in-service program satisfied the objectives. The area of language was the topic most requested and most accepted by the participants.

Since most participants came from small programs, a secondary benefit was the opportunity to gain information and share experiences with colleagues. Video-tape recordings of the lectures and demonstrations were made for use at a later time. Eleven specific recommendations were made to improve similar programs in the future. The participants suggested fewer speakers who would spend a longer time on a given topic. The suggestion was also made that more emphasis should be placed on speech, auditory training, and the use and demonstration of equipment.

This project is completed.

AVAILABLE MATERIAL

1. Lehman, Jean U., In-Service Training Staff Development for Educators of Disadvantaged Deaf Children. (final project report) Los Angeles: Special Education Center, California State College at Los Angeles, 1966, pp. 26 plus Appendix.

2. Lehman, Jean U. and F. E. Lord, In-Service Training Staff Development for Educators of Disadvantaged Deaf Children. Los Angeles: California State College at Los Angeles, 1966. pp. 331. This is a collection of the lectures and presentations given during the in-service training. Most of the titles and content are the same as the video-tape presentation listed below.

3. Video-tape presentations of the in-service training. Contact project director. The titles and a brief summary of the contents are listed on the following pages.

a. Black, Millard, Elementary Reading Supervisor, Curriculum Branch Los Angeles City Schools:
"Teaching Reading to Disadvantaged Children Who are Also Deaf"

The lecture develops the language factors, learning patterns, the readiness for instruction, and the pupils' relations to the school in predicting the success or failure of the culturally disadvantaged child.

b. Calvert, Donald, Ph.D., Executive Director, San Francisco Hearing and Speech Center:
"Teaching Speech in the Classroom and at Home"

A general view of teaching speech to deaf children, which includes teaching outside of the classroom as well as in the classroom itself. A description of some of the ways of thinking about speech teaching which gives a frame of reference for improving teaching so that there is practical value. A few specific aspects of speech training in the classroom are also outlined.

c. Frisina, Robert, Ph.D., Dean, Graduate College, Gallaudet College, Washington, D. C.:
"The Auditory Channel in the Education of Deaf Children:

Three fundamental factors are discussed under the following headings: The Auditory System in Deaf Children; the Electronic Hearing Aid (Acoustic Coupler); and Application to Education of Deaf Children. This is a presentation in practical terms of the auditory channel and its possible role in the education of disadvantaged deaf children. The auditory system in relationship to continuous education; full-day use; the development of certain language skills; reading; speech reading; speech production; and independent study is explored.

d. Guilfoyle, George, Research Assistant, Lexington School for the Deaf, New York, New York:
"Problems in Psychological Assessment of Deaf Ability and Achievement"

An oral presentation; no paper presented.

e. Guzman, Ralph, Ph.D., Director of Mexican-American Study Project, UCLA:
"How to Reach the Disadvantaged"

A challenge to the group that our social system does not yet have the ability to adjust and accommodate an unassimilated minority group. It is our continuing concern as any continuous alienation and deprivation of any group seriously concerns the health of the larger community.

f. Hancock, Ross, Office of Urban Affairs, Los Angeles City Schools: "The Task and the Teacher"

We can expand social sensitivity slowly and we must begin with what is familiar and immediate. It begins with identification with the feelings of the child in the next seat. Extending it gradually, so that it crosses social distance, is a task that demands careful planning as the child develops a new appreciation of himself and of people in his community.

g. Keaster, Jacqueline, Director, Hearing and Speech Clinic, Children's Hospital of Los Angeles:
"An Audiologists View of the Disadvantaged Deaf"

The audiologist working with our polyglot population tries very hard to:

1. Build mutual respect as a base upon which to work with the parents of the deaf and hard of hearing children.
2. Try to help the parents to understand the problems imposed by deafness and their role in helping the child adjust to it.
3. Try very hard to keep in mind that a realistic goal for one child may not be for another.

h. Kieffner, Frank, Ph.D., Director of Speech Pathology and Correction, Central Institute for the Deaf, St. Louis, Missouri:
"Psychoneurologic Learning Problems in Hearing Impaired Children - Fact or Fallacy"

Aims are to assist the learner in developing effective cognitive strategies for learning language and to teach the learner how language works. The extent to which we teach the child mastery of the functions of language is by far more important than the language content we teach him. Our procedures provide a sufficiently broad coverage of the problems of learning language to be appropriate for a variety of differently caused failures in the learning of language.

i. Kopp, Harriet Green, Ph.D., Principal, Detroit Day School for the Deaf, Detroit, Michigan.
"Educational Media, Methods and Curriculum"

An oral presentation and demonstration; no paper submitted.

j. Lowell, Edgar, Ph.D., Administrator, John Tracy Clinic, Los Angeles, California:
"Current Research in the Area of the Hearing Handicapped Child"

An oral presentation; no paper submitted.

k. Pugh, Bessie, M. A., Greeley, Colorado:
"Correlating Reading and Language Instructions:
Until we bring a much higher percentage of the deaf up to the point of functional literacy, how can we justify training programs and present expenditures? Specific points are concisely outlined that are essential to preparing children to function at the junior high school level.

l. Rosenstein, Joseph, Ph.D., Director of Research, Lexington School for the Deaf, New York, New York:
"Research Studies on the Psycholinguistic Behavior of Deaf Children"
An oral presentation; no paper submitted.

m. Schmitt, Robert, M.S., Assistant Project Director, New Mexico Foundation, University Park, New Mexico:
"Transparencies for Teaching Deaf Children"
Discussion of general principles which must be understood before a transparency can be made. The use of the overhead projector with deaf children and particularly with its use in two areas - the development of concepts and the development of language skills. The extent to which transparencies may aid in the teaching of language, reading, arithmetic, reasoning and social studies are suggested in this presentation.

n. Schmitt, Robert, M.S., Assistant Project Director, New Mexico Foundation, University Park, New Mexico:
"A Multi-Media Approach in the Classroom for the Deaf"
Provides a description of new equipment and materials used in the Captioned Films for the Deaf Research Project and further, presents some personal observations concerning new media and their use in the classroom to improve the instruction of deaf children.

o. Simmons, Audrey A., Ed.D., Director of Aural Rehabilitation, Central Institute for the Deaf, St. Louis, Missouri:
"Factors Contributing to Language Development"
Development, including language, is a process of acquiring increasingly complex concepts, perceptions, and cognitive patterns through cumulative interaction of the growing child with his environment and his experiences. Miss Simmons outlines these steps.

p. Simmons, Audrey A., Ed.D., Director of Aural Rehabilitation, Central Institute for the Deaf, St. Louis, Missouri:
"Language - Linguistics for the Hearing Impaired"
Language, an auditory-vocal process, is essential to human development. In order to understand the development of verbal behavior it is important to understand the

nature, growth, and function of the linguistic processes. Phonemes; prosody derived from intonation, pauses, accent, stress, pitch, and juncture; morphemes; lexical and syntactical classes of two words; and word order are explored.

q. Stepp, Robert, Ph.D., Head, Bureau of Audiovisual Instruction, Teachers College, Department of Educational Administration, University of Nebraska, Lincoln, Nebraska:
"Programming 8mm. Films to Teach the Deaf"
A summary of a research conducted at Prescott School in Lincoln, Nebraska in which 8mm. films were employed to provide speech-reading practice for lower elementary deaf children is presented as a basis for this discussion.

r. Stepp, Robert, Ph.D., Head, Bureau of Audiovisual Instruction, Teachers College, Department of Educational Administration, University of Nebraska, Lincoln, Nebraska:
"Mediated Systems for Teaching the Deaf"
A challenge to design mediated learning systems, not mediated teaching systems.

McATEER PROJECT
M5-13

TITLE: An In-Service Training Program for Special Education Staff Personnel

DATES: June 20, 1966 to June 26, 1966

INSTITUTIONS: San Fernando Valley State College and Los Angeles City Unified School District

DIRECTOR: Dr. Anthony C. LaBue, Dean
School of Education
San Fernando Valley State College
18111 Nordhoff
Northridge, California
Phone: (213) 349-1200 ext. 1500

PURPOSE

San Fernando Valley State College, in cooperation with Los Angeles City Unified School District, prepared a three-day in-service training program for the Special Education Branch staff members. The program emphasis was on human relations. The training sessions were designed to assist the personnel in applying human relation skills to organizational, inter-personal, and related problems in the administration and supervision of programs for disadvantaged handicapped youth.

PRESENT STATUS

Forty-seven Special Education Branch staff personnel attended the human relations in-service training sessions held June 20 through June 26, 1966. These individuals serve approximately 500 teachers who in turn teach an estimated 16,000 students.

Thirty of the 47 persons participating in the workshop returned completed opinionaire forms. Of those completing the forms, 73 per cent rated the training sessions as "helpful" or "very helpful." It appeared that the newer staff additions to the Special Education Branch benefited more from the training sessions than did the older staff members. In the final report of the project the following statements are made regarding the results of the training sessions:

> It is interesting that staff meetings this fall have been affected by the workshop of last spring in certain aspects. The group is more aggressive and participants find more areas of discussion and appear to communicate more easily. There is less tension within the group and apparently more loyalty and devotion to the entire pupil population which the Branch serves.

Though the project is completed, pre- and post-test measures relating to change of attitude of participants are expected as terminal information from the project.

AVAILABLE MATERIAL

1. LaBue, Anthony C., An In-Service Training Program for Special Education Branch Staff Personnel: Final Evaluation. Northridge: San Fernando Valley State College, 1966, pp. 6. (Mimeographed document obtainable from the author).

2. An analysis of pre- and post-test measures taken forms an integral part of the evaluation of this project. Group trainers for the project, Dr. Allan Katcher and Dr. Stuart Atkins will complete this analysis as a part of the final report.

McATEER PROJECT
M5-16

TITLE: A Program of Demonstration, In-Service and Pre-Service Teacher Education and Research on Compensatory Education

DATES: Spring and Summer, 1966

INSTITUTION: San Fernando Valley State College

DIRECTOR: Mrs. Elizabeth H. Brady
Associate Professor of Education
San Fernando Valley State College
18111 Nordhoff Street
Northridge, California 91324
Phone: (213) 349-1200 ext. 1526

PURPOSE

The San Fernando Valley State College project is conceived as a long-range program to assess the learning needs of disadvantaged children, to design appropriate instructional programs, to provide in-service education, and to evaluate the long-range effects of such programs. The project sought to achieve these objectives through the development and utilization of a Demonstration Preschool Laboratory, the institution of in-service education projects in the areas of science and mathematics, the development of pre-service experiences using on-site activities, and the production of a motion picture illustrating a prototype of in-service education.

PRESENT STATUS

This multi-faceted project has proceeded as scheduled with some progress shown in the limited evaluations. Most accomplishments to date have been used to form the basis of a continuing program now being carried on.

The Preschool Laboratory

The Preschool Laboratory enrolled among its regular pupils 16 culturally disadvantaged three and four year olds from nearby Pacoima. A 16-week program (April 11 - June 3, and June 20 - August 12, 1966) was used as a basis for developing activities for the enrollees and for observation and demonstration. During the spring and summer, 618 persons were involved in in-service and principally pre-service observations and participation.

Consistent efforts were directed toward effective parent involvement in school activities. One of the more successful methods used to acquaint parents with the preschool activities was to show the parents photographs of their children in different school activities. For the "Father's Night" of the preschool activities, 11 out of 14 families were represented. For the Sunday afternoon family picnic, 10 out of 14 of the Pacoima families were represented.

Assessment of the children's growth was made by using the Peabody Picture Vocabulary Test, anecdotal notes, informal "draw-a-picture" techniques, and observations made by teachers. Some gains (1) are pointed out in children's responses to the Peabody Picture Vocabulary Test. Observers reported favorable improvements in children's affective behavior.

The main efforts in curriculum were directed toward helping children gain a sense of self-value and of accomplishment. Among the activities were: the care and observation of animals, experience with musical instruments, observing spectator sports, and field trips. A successful innovation was the "take home" library of books for the children.

Mathematics and Science In-Service Projects

In-service education in both science and mathematics was conducted during the summer as a basis for program implementation during the fall. Mathematics summer classes were held in a pilot program which stressed a unique approach to skills development. This program is continuing as a model program using computer techniques and "games" approaches to mathematics instruction.

Science in-service during the summer proceeded along the lines of developing and acquainting teachers with the use of materials for teaching science to disadvantaged pupils. At present, teachers of science are testing out materials and procedures deemed appropriate during their examination of materials.

Maclay On-Site Teacher Training Project (MOST)

A class of 20 carefully screened pre-service teacher education students from San Fernando Valley State College have been assigned to the junior high school at the project site. While at the site, these prospective teachers have classes concerning educational psychology, educational sociology, and secondary curriculum.

Motion Picture Project

The motion picture project was planned and filming took place during the summer, 1966, focusing on certain of the activities of an NDEA Institute for Advanced Study as one prototype of in-service education. Editing of the film should be completed by January 31, 1967.

NEW DIRECTIONS

This project has taken two directions: (1) a thrust primarily aimed at more extensive utilization of the demonstration preschool laboratory as a center for other school systems to observe practices, and (2) more extensive development of the Maclay On-Site Teacher Education Center.

These two directions have resulted in almost separate concerns. At the preschool demonstration center there is an increase in the use of the center by other school directors. At Maclay Junior High School, intensive activity has been increased in the pre-service education of junior high school trainees in mathematics and science.

AVAILABLE MATERIAL

1. Brady, Elizabeth H. Program of Demonstration, In-Service and Pre-Service Teacher Education and Research on Compensatory Education. San Fernando Valley State College, 1966, pp. 23 plus Appendix.
2. Head Start Trainers and their staff may wish to visit the Preschool Laboratory on the campus of San Fernando Valley State College. At the Preschool Laboratory there are three morning classes (9:00 a.m. to 11:30 a.m.) and two afternoon classes (1:00 p.m. to 3:30 p.m.). There are about 15 children in each class. A maximum of 30 observers are permitted for any given visit. If Head Start Trainers are interested in observing the Laboratory,
   Contact Project Director.

McATEER PROJECTS
M5-21

TITLE: Teachers Increase Sensitivity to High School Students from Disadvantaged and Dominant Groups

DATES: April 30, 1966 to August 31, 1966

INSTITUTIONS: University of California, Los Angeles and Los Angeles City Unified School District

DIRECTOR: Dr. Robert B. Kindred
Head, Education Department
University of California Extension
Los Angeles, California
Phone: (213) 478-9711 ext. 3861

PURPOSE

This project was designed to increase sensitivity of teachers of leadership classes to problems of high school students from disadvantaged and dominant groups. An expected outcome was to provide teachers with some means by which they could, through their leadership classes, help their school student bodies face social changes. The project was cooperatively planned by the Education Department of UCLA Extension and the Los Angeles City Unified School District.

PRESENT STATUS

Ten leadership class teachers attended the "Anytown, USA" program, conducted from June 19 to June 25, 1966 at a campsite in Idyllwild Pines, California. The teachers listened to the approximately 130 high school students in small groups discussing various social problems. In the evenings the teachers discussed among themselves their observations of the students, and their feelings about individuals and/or group reactions among the students.

A video-tape was made of one discussion group during three discussion meetings over a two-day period. Topics discussed during the taping sessions were, "Parents and Friends," "School and Teachers," and "Boy-Girl Relationships." This tape will be edited and utilized in 1966-67 for the training of other teachers and administrators to increase their sensitivity toward social problems of senior high school students.

Evaluations completed by teachers on June 25, 1966, gave a clear indication of increased insight and understanding of educationally disadvantaged pupils. Measures of the changes in teacher attitudes and values is planned in May, 1967. The video tapes are presently being used for in-service training.

NEW DIRECTIONS

The video-tape produced during the summer was viewed several times by members of the UCLA Extension staff and by staff members from the Los Angeles City Schools. An in-service program was developed around points of discussion brought out in the video-tape. Forty-two teachers from "target" area schools in Los Angeles are using the content of the tapes and discussion. This use is aimed at finding ways of applying knowledge gained in improving current programs and planning and developing future programs in intergroup relations in 21 target area schools in Los Angeles.

AVAILABLE MATERIAL

1. Kindred, Robert B., Supplemental Report - Project M5-21 In-Service Training Program--Anytown, USA, October 21, 1966, pp. 3.

2. Four hours of video tape were recorded of the discussion sessions, including the following topics: "Parents and Friends," "School and Teachers," and "Boy-Girl Relationships." These tapes may be obtained by contacting the project director.

McATEER PROJECT
M5-23

TITLE: In-Service Teacher Training for Individualizing Instruction and Use of Multi-Person Teaching Situations for Disadvantaged Children

DATES: May 10, 1966 to August 31, 1966

INSTITUTIONS: Enterprise City School District and California State College at Long Beach

DIRECTOR: Dr. Howard Rolfe, Associate Professor
Elementary Education
California State College at Long Beach
6101 East Seventh Street
Long Beach, California 90804
Phone: (213) 433-0951 ext. 404

PURPOSE

The project provided in-service teacher training for individualizing instruction and use of multi-person teaching situations for disadvantaged children. As a single stage proposal, the project was sponsored by the Enterprise City School District of Compton, California, in cooperation with faculty members from California State College at Long Beach.

PRESENT STATUS

In-service training was provided to 32 teachers, 61 resource teachers, and 32 teacher aides in a summer school enrolling 1,000 children, in four schools, grades 1 - 6. The program took place in the district, four afternoons each week, during the four week summer school, July 5 to July 29, 1966. Pre-service education was provided for 60 students at California State College at Long Beach. The focus of the program was in the following areas: utilizing resource teachers, utilizing teacher aides, multi-person teaching situations, individualizing instruction and pre-service activity.

Utilizing Resource Teachers

The teachers' concept of a supporting teacher was a co-teacher in the classroom with special skills and resources. The resource teacher brought resources of various types including her own skills into the classroom. Teachers thought a resource teacher could serve two teachers most effectively but a supporting teacher should serve only one and certainly no more than two.

Teachers reported that resource teachers were helpful in the following ways:

1. Helping teach all subjects to slow pupils, individually and in small groups.
2. Locating, collecting, and preparing instructional materials.
3. Assisting in planning the classroom teaching program.
4. Working with individual children who need help.
5. Helping with classroom supervision, discipline, displays, and study trips.

Utilization of Aides in the Classroom

The teacher aides in this project ranged in age from 17 to 55 and had a variety of educational backgrounds. Over one-third of the aides held undergraduate degrees and almost one-half the aides indicated they had had little or no experience with children in an organized setting. The teacher aide program was endorsed as very successful by 75 per cent of the teachers. Nearly 75 per cent of the teachers believed an aide can give most effective help to only one teacher and at most to two teachers.

The three tasks which were performed by aides that were most helpful to the classroom teacher were:

1. Taking over clerical duties such as typing, dittoing, collecting money, taking roll, milk counting, running errands, and taking care of books and audio-visual materials.
2. Working with individuals and small groups, reading stories, keeping records, supervising, helping correct papers, helping with art and physical education.
3. Classroom management - keeping classroom clean and orderly, helping arrange room environment, assisting with bulletin boards, and the like.

Having an aide relieved the pressure on teachers and gave them more time to teach effectively and to give pupils individual help.

Multi-Person Teaching Situations

The term multi-person teaching situation was coined to describe teaching situations which may be directly or indirectly influenced by more than one teacher or adult person in the classroom or the school. The multi-person teaching situation does not necessarily constitute team teaching. This multi-person situation consisted of five adults--three teachers and two aides--for two classrooms. In evaluating the multi-person teaching situation, teachers ranked highest the assistance with "organization of instruction" and "planning for individual children." Next came "lesson planning," followed by "preparation of materials," and "daily scheduling." To utilize effectively the additional persons in the classroom, it was believed that guidelines should be established to delineate each individual's responsibility.

Individualizing Instruction

Almost without exception the teachers agreed that individualizing instruction is a school practice that needs wider acceptance. Much of this unanimity was attributed to the in-service training the teachers received in the summer school. The teachers were best able to individualize their instruction for the skill subjects of mathematics and reading. Twenty different interest centers were reported to have been set up in the summer school classrooms with reading, mathematics, science, and listening centers predominating. Teachers gave highest ranking to an in-service program on how to individualize instruction as an essential prerequisite to actual implementation of individualized instruction. The next most essential factor was the availability of adult help.

Pre-Service Activity

Probably the most significant activity of the pre-service training was the College Student Observations. On the basis of student responses to this activity, the following conclusions were drawn:

1. California State College at Long Beach education students have an unrealized readiness for first hand learning in the field of education.
2. Colleges must bring the realities of the world to the stuent and the student to the realities of the world through observation and participation programs that include required visits to schools emphasizing compensatory education.
3. The initiative for providing teacher education students with pre-service experiences in compensatory education lies with Schools of Education.

During the summer session, Concord video tape recording equipment was rented to record classroom activities. These tapes were utilized in pre-service and in-service training. In general, the video tape recording equipment performed with a minimum of complications. The staff recommended video tape equipment improvements to the manufacturer to increase its classroom utilization.

In Table 6, participant rating of various aspects of the in-service training are shown. It may be noted that "Video Tape Viewing Sessions" was rated the least successful.

Table 6

PARTICIPANTS RATINGS OF ASPECTS OF THE IN-SERVICE PROGRAM

Aspects of the In-Service Program	Per Cent of Teachers Rating Each Item						
	RATINGS*						
	N	1	2	3	4	5	4-5
1. First Day Orientation	42			19	38	43	81
2. Second Day Orientation	41		02.4	10	41.4	46.3	87.7
3. Specialist Reading	43		09	02	33	56	89
4. Specialist Instructional Media	43		02		14	84	98
5. Specialist Mathematics	43		05	02	09	84	93
6. Monday Planning Sessions	42	02.4		21.4	38.1	38.1	76.2
7. Tuesday Planning Sessions	43	02		12	19	67	86
8. Video Tape Viewing Sessions	43	05	11	28	30	26	56
9. Teacher Aide in Classroom	42		02	05	19	74	93
10. Resource or Supporting Teacher	43	02		05	12	81	93
11. Guidelines Aides	43	02		07	42	49	91
12. Guidelines Resource Teacher	43	02	02	10	35	51	86
13. Guidelines Individualizing Inst.	43	02		05	33	60	93
14. Guidelines for Teachers	43	02		05	46.5	46.5	93
15. Material on Interest Centers	43		02	05	23	70	93

* 5 Very Successful (4-5 Successful)
4 Rather Successful 3 So-so
2 Not very Successful
1 Just a Waste of Time

AVAILABLE MATERIAL

1. Rolfe, Howard C., Report of In-Service Training for Individualizing Instruction and Use of Multi-Person Teaching Situations for Disadvantaged Children. May 10, August 31, 1966, pp. 53 plus appendix.
   Contact Project Director

2. UNEDITED - Two 40 minute reels of video-tape. Four segments each about 20 minutes concerning science, mathematics, reading center, and social studies culmination activities. NOTE: the tapes can be used on Concord equipment only.
   Contact Project Director

Description of Research and Planning Projects

McATEER PROJECT
M5-4

TITLE: McClymonds: A Problem in Urban Renewal

DATES: June 1, 1966 to August 31, 1966

INSTITUTIONS: Oakland Unified School District, Oakland Redevelopment Agency, and the University of California, Berkeley

DIRECTORS:	
Dr. T. Bentley Edwards Department of Education University of California, Berkeley Berkeley, California 94720 Phone: (415) 845-6000	Mr. John B. Williams, Director Oakland Redevelopment Agency 508 Sixteenth Street Oakland, California 94612 Phone: (415) 834-2010

Dr. Stewart Phillips
Superintendent
Oakland Unified School District
Oakland, California
Phone: (415) 836-2622

PURPOSE

The proposal had as its objective the involvement of several agencies in planning for improved educational opportunities in the complex setting of West Oakland.

The community problems of the McClymonds area of Oakland were explored through the cooperative efforts of the University of California, Berkeley, Oakland Unified School District, and the Oakland Redevelopment Agency. The focus of the investigation was on the educational opportunities of the area, but it was recognized that the school and the student exist in the total community environment. Environmental conditions studied included the physical, social, economic, and ethnic composition of the area.

PRESENT STATUS

Though administrative problems were encountered, good working relationships were developed by the three groups. These relationships facilitated communications and efforts.

Considerable demographic and statistical information was collected and used by the cooperating agencies. There appeared to be general agreement that the principal priority of the project should be the development of plans for promoting "quality education." A final report (1) presents a comprehensive summary of several alternative plans to improve the educational opportunities and environmental setting for residents of the McClymonds area. This report has had wide distribution, and will provide a basis for community dialogue. The dialogue will involve public institutions, private citizens, and interested groups who will discuss the relationship between education, the environment, and citizens.

Suggested alternatives for school organization which will lead to "quality education" may be classified as educational parks, decentralized facilities, and combinations of educational parks and decentralized facilities. The study committee listed advantages and disadvantages for the suggested alternatives, but they recognized the need for community members to study the alternatives further. At present, there are six elementary schools, two junior high schools, and one senior high school in the McClymonds area to be considered in these possible alternatives.

Educational Parks

A relatively new concept in school organization is the "educational park" or "campus school." In this type of organization, all educational levels (i.e. preschool through higher education) could be accommodated in a large single complex. This centralization would permit the intensive application of innovative educational processes and programs. Various combinations of educational grade levels were listed by the committee as different approaches to this type of organization.

Decentralized Facilities

The opposite of the educational park is the decentralized school system. The decentralized school system would provide smaller individual facilities for each educational level. A low teacher-pupil ratio was suggested if the plan for decentralized facilities was considered.

Combinations of Educational Park and Decentralized Facilities

In an attempt to combine the advantages of both systems and minimize the disadvantages of the two systems, various combinations were suggested.

1. To decentralize elementary facilities, while centralizing junior and senior high schools either in one combined educational park or separate parks for each major educational grouping.
2. To provide a cluster of community health, social, cultural, and recreational facilities proximate to the McClymonds High School site.

Supportive Educational Opportunities

The study committee also suggests other supportive educational opportunities. Some of these opportunities are:

1. The creation of "cottage schools" through the area. Children from two to five years old would attend these schools. The curriculum would provide a wide range of educational experiences, many of which are often absent in the child's environment.
2. The development of educational laboratories. The School of Education at the University of California would assist in developing research and demonstration programs. Many of these programs would involve faculty from other disciplines from the University of California, Berkeley.
3. The development of joint ventures by the McClymonds area schools and industry. These ventures could include one or more major industries engaged in the educational process in various direct ways.
4. The development of ways to encourage adults to extend their education through broadened educational programs. The University of California, Berkeley, the Oakland Unified School District, and other public agencies would develop a comprehensive program to satisfy the needs of the adults in the McClymonds area.

There is cited a further need to develop curriculums or programs which will reflect the special needs of McClymonds residents (adults and students) and which will motivate them to invest heavily time and effort in the educational process. Inherent to curriculum development are such questions as teacher involvement, team teaching, ungraded classes, technological innovations, parent-teacher aides, and parent-home-teacher programs.

The Oakland Redevelopment Agency has developed a plan for participation in the Demonstration Cities Program. The projected housing development under this plan would minimize the displacement of the inhabitants through innovative rehabilitation techniques. The coordinated activities of the agencies and private sectors of the community would provide for community facilities, recreation spaces, social services, and meaningful job and business opportunities. The Redevelopment Agency involvement provides a means for the school district to secure developed sites, at proper locations, according to a preconceived plan.

This project was funded as a planning grant with focus on comprehensive involvement of concerned agencies in educational planning. The outcome of the project was twofold: a basis for communication on the educational problems of West Oakland was established for three autonomous agencies--Oakland Unified School District, Oakland Redevelopment Agency, and the University of California, Berkeley; and a summary document was developed, giving alternative plans for achieving educational excellence for the inhabitants of West Oakland.

NEW DIRECTIONS

The report of this planning group is being used as a basis for community and agency discussion in developing educational programs for the Oakland schools.

AVAILABLE MATERIAL

1. Edwards, T. Bentley et al, McClymonds: A Search for Environmental and Educational Excellence. Berkeley: University of California, 1966, pp. 88.

2. Edwards, T. Bentley, McClymonds: A Search for Educational and Environmental Excellence. Berkeley: University of California, School of Education, 1966, unnumbered pages, approximately 70.

3. Edwards, T. Bentley, McClymonds: A Problem in Urban Renewal, (evaluation report) Berkeley: University of California, School of Education, 1966, pp. 12.

4. Edwards, T. Bentley, Proposal for a Prototype Cottage School in West Oakland. Berkeley: University of California, School of Education, 1966, pp. 17.

5. Rych, Eileen S., McClymonds: A Problem in Urban Renewal, (Abstract-Analysis: Process and Procedure). Berkeley: University of California, School of Education, 1966. pp. 8.

McATEER PROJECT
M5-7

TITLE: Impact of Three Preschool Programs on Conceptual Skills and Self Reliance in Culturally Deprived and Non-Deprived Children

DATES: March 1, 1966 to August 31, 1966

INSTITUTION: University of California, Berkeley, Berkeley Unified School District

DIRECTOR: Dr. Peter B. Lenrow
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PURPOSE

The purpose of the project was to determine the effect of three types of preschool curricula on the cognitive development and coping style of two groups of pupils. The two groups of pupils may be classified as those coming from a disadvantaged area and those coming from a more advantaged area. There was no differentiation made of the children during the preschool classes. The principal investigator will make more detailed analysis and interpretation of the data collected. Data were obtained from the following:

1. Data on Pupils
2. Data on Teachers and Assistant Teachers
3. Data on Parents

Lenrow (1) states, "The major goal of the study in terms of practical consequences was to provide a more systematic basis for planning and evaluating preschool educational programs. The major goal in terms of theoretical gains was to provide evidence concerning the antecedents to intellectual competencies and creativity."

PRESENT STATUS

Seventy-five children were enrolled in a ten-week summer preschool program at the Harold E. Jones Child Study Center of the University of California, Berkeley. This project entailed the cooperative efforts of the University of California and the Berkeley Unified School District. The preschool children represented low or middle socio-economic status and came from both white and non-white ethnic groups. One of the parents of each enrolled preschool child agreed to devote a half day each week to the project. A brief description for each of the three curricula used is given as follows:

1. A traditional program with special interest in the child's creative development, and relatively little directed teaching or structure in the curriculum.
2. A newer program with special interest in the child's creative development, relatively little directed teaching, but a highly structured curriculum.
3. A newer program with special interest in the development of logical thinking, a high degree of directed teaching, and a highly structured curriculum.

Data on Pupils

The Stanford-Binet Intelligence Scale was administered to each child both at the beginning and at the end of the ten-week summer period. A psychometric procedure was used at the beginning and end of the period to obtain measures of levels of cognitive development. The psychometric procedure instrument (1) prepared by project staff member, Dr. Celia Standler, "is based upon Piaget's theories and assessment procedures regarding critical features of the thinking of children in this age group." As stated in the preliminary report, "The instrument appears to have considerable promise as an assessment device and may prove useful in wider diagnostic contexts."

Approximately eight hours were spent by two assistants in observing and describing each child's behavior. The range of behaviors observed were determined using a Q-Sort technique (1) which permits the observer to characterize persons or events by means of a standardized set of prepared descriptive statements.

The descriptive statements of how a child comes to terms with his environment were developed by Dr. Peter B. Lenrow in colaboration with Mrs. Norma Haan of the Institute of Human Development. The children were observed in both a highly structured and unstructured situation. The Stanford-Binet test served as the highly structured situation. The children were observed through one-way windows in a free-play setting of a special activity room for the unstructured situation. The room was outfitted with a wide range of novel materials chosen to encourage exploratory behavior.

Data on Teachers and Assistant Teachers

The style and quality of teacher-child interactions (1) were observed and analyzed by a Q-Sort technique. Each teacher was observed for one hour in a standard setting and one hour during the children's free-play period.

Data on assistant teachers were obtained by an alternative scheme. Each head-teacher described a hypothetical teacher who represented her ideal for her particular curriculum. Each assistant teacher was compared with the ideal hypothetical teacher. In the report, the investigator states, ". . .each head-teacher sorted the teacher description items to characterize a hypothetical teacher who represented her ideal for her particular curriculum. The two head-teachers who supervised assistant teachers then described each of their staff members by means of the Q-Sort. In this way it was possible to compare each assistant with an ideal description of [the teacher best suited to] each curriculum and to compare the ideals of the three head-teachers."

Stated descriptions from head-teachers provided a basis for examining congruence of the teacher's orientation with the investigator's theoretical goals for each type of curriculum.

Data on Parents

The Q-Sort technique was also used with the parents to secure statements regarding their own modes of relating to their children. The simple, short, first-person descriptive statements which tended to be socially desirable were given to the parents to sort into nine trays. Tray 1 was labled "least like me," tray 9, "most like me," and tray 5, "no more like me than most people."

To offset normality in the distribution of the Q-Sort, a modification in the sorting pattern was made in a second run for each parent tested. Data obtained in this way gave the investigator a basis for describing parents' modes of relating to their children.

NEW DIRECTIONS

The project centers its focus this year on analysis of the short term impact of the summer preschool on children's learning potential, collection and analysis of follow-up data on the children's progress during kindergarten and improvement in the research design for selecting samples.

AVAILABLE MATERIAL

1. Lenrow, Peter B., Preschool Education Conventional Intellectual Competence and Creativity. Berkeley: University of California, 1966, pp. 39, plus appendix.

2. Lenrow, Peter B., and Norma Haan - Instruments developed
   a. A Q-Sort for measuring children's coping styles.
   b. A Q-Sort for measuring style and quality of teacher-child interactions.
   c. A Q-Sort for parents regarding their modes of relating to their children.
   d. A description of several ideal hypothetical teachers.

3. Standler, Celia - A psychometric instrument for measuring levels of cognitive development.

4. A movie suitable for pre-service and in-service training concerning disadvantaged children will be available in February, 1967.

McATEER PROJECT
M5-20

TITLE: A Training Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth

DATES: May 31, 1966 to August 31, 1966

INSTITUTION: University of California, Los Angeles

DIRECTOR: Dr. Seymour Feshbach
Professor of Psychology
Psychology Clinic School
University of California
Los Angeles, California 90024
Phone: (213) 478-9711 ext. 4061

PURPOSE

The project was designed (1) to serve as a training program for counselors, teacher trainees, and educational psychologists in the remediation of learning difficulties and (2) to test and develop effective remediation approaches in working with disadvantaged youth who manifest significant learning disabilities. These prospective trainees observed and participated in instructional and counseling techniques. Emphasis was placed on effective diagnostic procedures and understanding the importance of medical, psychological, and socio-cultural factors on pupils' learning in educational settings.

Remedial programs developed were designed to meet individual pupil's needs in basic reading, language, and mathematics skills, and to improve study habits.

PRESENT STATUS

Twenty elementary pupils and an equal number of secondary school students from culturally disadvantaged areas and with significantly retarded basic skills in some area (at least 1½ years below their age norms) were transported to the Psychology Clinic School. The six-week summer remedial program was held from June 20 to July 29, 1966. Other children from more advantaged backgrounds who also manifested learning disorders were enrolled in the same summer remedial program. Seventy-nine elementary pupils were enrolled in the morning session, and 80 secondary students attended the afternoon session. The 21 elementary and 19 junior high school students from the disadvantaged areas were distributed as evenly as possible over seven classrooms according to their age.

The disadvantaged children were matched with a sample of advantaged children for IQ, age, sex, and degree of learning disability. Achievement tests were given the students at the beginning (pre-test) and at the end of the summer program (post-test). The relative improvement for both groups are shown in Table 7. The investigator will make further interpretation of the data in a later report.

Table 7
ELEMENTARY MEAN GRADE LEVEL ACHIEVEMENT SCORES FROM THE UCLA
SUMMER REMEDIAL PROGRAM

	Elementary Boys Reading		Elementary Boys & Girls Reading		Elementary Boys Mathematics		Elementary Boys & Girls Mathematics	
	D^1	A^2	D	A	D	A	D	A
Post-Test	3.0	2.6	3.0	3.0	3.3	2.9	3.5	3.3
Pre-Test	2.4	2.4	2.5	2.8	2.8	2.8	2.9	3.1
Difference	.6	.2	.5	.2	.5	.1	.6	.2

D^1 = Disadvantaged group
A^2 = Advantaged group

At the elementary level, the disadvantaged pupils showed substantial increases in reading and in arithmetic scores which are statistically significant. These gains are greater than those achieved by pupils from more advantaged backgrounds.

Results from achievement tests administered to secondary students are shown in Table 8.

Table 8

SECONDARY MEAN READING AND MATHEMATICS GRADE LEVEL ACHIEVEMENT SCORES FROM THE UCLA SUMMER REMEDIAL PROGRAM

	READING		MATHEMATICS	
	D[1]	A[2]	D[1]	A[2]
Post-Test	6.7	7.9	6.9	7.5
Pre-Test	6.1	6.5	6.7	6.9
Difference	.6	1.4	.2	.6

D[1] = Disadvantaged group
A[2] = Advantaged group

The information on the secondary students reflects a different pattern of change. The advantaged students made greater gains in reading and in mathematics than did the disadvantaged group although both profited from the remedial training.

The results from Tables 7 and 8 suggest that students with learning disabilities can profit from even a short term compensatory educational program. The data also suggest that the disadvantaged children respond more favorably to such programs at the elementary than at the secondary level. Factors responsible for the relatively small gains of the older disadvantaged group are unknown.

Perceptual and Cognitive Differences

A semantic differential test which yields both cognitive and social attitude measures was administered at the beginning and end of the six-week period. Statistical analysis of the results has not been completed. Other perceptual and cognitive tests administered were the Frostig, Bender, the Raven Progressive Matrices, and the Ammons Picture-Vocabulary intelligence test.

In general, it appears that the perceptual and cognitive measures reflected rather similar functioning in the advantaged and disadvantaged children, and do not indicate any difference in these bases of learning disability.

Motivational-Differences and Changes

The Test Anxiety Scale for Children (TASC), developed by Sarason and his associates to measure the degree of anxiety and concern that children at different age levels have about academic achievement, examinations, and related school matters, was administered to the elementary and secondary groups. The greater the TASC score, the greater the anxiety. A widely held view is that the poorer academic performance of culturally disadvantaged children is due to their lack of interest in academic achievement and accompanying conflict between their values and that of the "middle class" school system. If this view is correct, then the culturally disadvantaged children should manifest little anxiety or concern over school performance and certainly less than the advantaged group. This project sought to test this hypothesis.

The TASC test results for this group do not support this hypothesis. At the elementary level, the disadvantaged groups and advantaged groups initially manifest equal degrees of anxiety. The elementary disadvantaged group declined in anxiety as measured by the test at the end of the summer. These trends in the data are more pronounced among boys. For the junior high school students, a different pattern emerges. The anxiety scores of the advantaged secondary group are significantly lower than those obtained by the disadvantaged secondary students, and are also significantly lower than the elementary advantaged group scores. The TASC test results suggest that the older boys are concerned with school. A surface appearing "don't care" attitude of the older boys may be a defense against a fear of failure. Feshbach further stated that,

> . . .Their school deficiencies, then, are not simply a function of low interest or a "don't care" attitude, but rather appear to be associated with fear of failure and, one might infer, strong avoidance tendencies in connection with school matters. It is of interest that it is this same group which shows the greatest degree of anxiety that also made the least degree of improvement in basic skills. The observation of a significant decline in anxiety in these children after a six-week remedial program is encouraging and suggests that in the proper school setting, the avoidance tendencies toward school displayed by these children can be modified.

Two other instruments were administered to assess motivation variables. One measure was the Extrinsic-Intrinsic motivator scale developed by Haywood at Peabody, and the other measure asked the child to state his expected achievement in some skill area in comparison to other children his own age.

Some tentative generalizations and suggestions are presented in the report based on measures obtained from using these two instruments. Data from the Extrinsic-Intrinsic motivator scale led to the following statement by the investigator:

> . . .These data are very provocative in that they suggest that the disadvantaged children while at an elementary age level are less motivated by extrinsic factors than are the advantaged children and are more motivated by intrinsic considerations. To state this somewhat differently, the younger disadvantaged boys appear to be more task centered than the advantaged boys. It is precisely intrinsic motives or reinforcers that educators wish to encourage. But the differences in motivation between the advantaged and disadvantaged groups shift when the children are of high school age. An interesting problem for subsequent research is to determine the factors associated with this change. In any case these data indicate that the disadvantaged child with learning disability should be at least initially no less responsive than the advantaged child to intrinsic reinforcers and suggest that the child as controlled (when compared) to the advantaged child is not particularly a function of a lack of intrinsic motivation.

In terms of the results of the other instrument which sought the child's expected achievement, the investigator said:

> . . .(1) Younger children have higher hopes for achievement than older children and (2) the expectancies of the culturally disadvantaged children are generally higher than those stated by the advantaged children, expecially for the elementary group. The differences between the two secondary groups, although consistent, are small and are statistically insignificant.

Social Attitudes and Integration

Attitudinal data were obtained by semantic differential scales and by daily observations, the analysis of which is not yet complete. A sociometric measure was administered at the end of the six-week period and does provide some measure of social attitudes and integration. The sociometric device asked children to select three other children for various activities. The sociometric results failed to reflect any significant difference between the disadvantaged or advantaged groups in social choices. This measure suggests that a degree of integration was achieved during the six-week summer session.

NEW DIRECTIONS

Under continuing provisions of this project, some significant extensions are being made based on the summer phase.

Cooperation With Other Schools and Departments

More intensive involvement of personnel from the School of Education and an increase in the number of teacher trainees and counselor trainees is taking place. The school of Social Welfare plans to assign a supervisor and social work trainees to the Clinic School.

Research Program

The project design calls for an intensified remediation program for, and a study of, 20 disadvantaged children who will be in attendance at the Clinic School for a full year and their "matched pairs" companions of advantaged children in the school. Two additional matched groups from disadvantaged areas will be studied. One group will be given special tutorial assistance at home and in their regular school environment. A second group will be used as a control and will receive no special treatment.

Extensive studies are being conducted with these three groups in the areas of approaches to remediation and learning for disadvantaged pupils, the specific functions of the Clinic School, and social interaction among pupils from different socio-economic backgrounds.

Demonstration and Consultative Program

Demonstration sessions are planned to include advisors and interns who work in mid-city schools in the Los Angeles area. Procedures and a variety of techniques used will be illustrated by use of video-tapes being developed at the Clinic School.

AVAILABLE MATERIAL

1. Feshbach, Seymour, A Training Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth, 1966, pp. 14.
   Contact Project Director
2. Visits to the Clinic School may be arranged by contacting the Project Director.

McATEER PROJECT
M5-14

TITLE: Factors Contributing to Adjustment and Achievement in Racially Desegregated Public Schools

DATES: March 1, 1966 to August 31, 1966

INSTITUTIONS: The University of California at Riverside and the Riverside Unified School District

INVESTIGATORS:

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PURPOSE

The University of California at Riverside, in cooperation with the Riverside Unified School District, proposed a multi-faceted study in a setting in which elementary schools have been recently desegregated. The broad purposes of each component of the program may be stated as follows:

1. To study the impact of school desegregation on the child and his family.

2. To evaluate the effectiveness of five patterns of in-service seminars for teachers in recently desegregated schools.
3. To evaluate the effects of a special "third culture" curriculum on kindergarten children in racially integrated classrooms.
4. To study the effects on first grade children of in-service teacher education programs using theories of Piaget.

Children in kindergarten through the sixth grade were selected for the study. The study will continue for six years; thus, the children will experience varying amounts of time in segregated and unsegregated classes. This setting makes possible the approximation of a before--after design.

PRESENT STATUS

The project was continued through the year 1966-67. Instrument selection and development, data gathering, and in-service education have been the principal activities to date.

Impact of Desegregation Study

The number (N) of children in various categories who were selected for the study are listed below:

1. Children desegregated in fall of 1965 (N=258).
2. Minority children to be desegregated in fall of 1966 (N=715).
3. Minorities in receiving schools (N=52).
4. Anglo-American in receiving schools (N=711).
    a. Minority mentally retarded children (N=42).

5. Sample children and their families by ethnic group (N=1778).

In June of 1966, there were 1,694 children remaining in the study out of 1,736 students in regular classes plus 42 students in special education. Data on individual children were obtained in two interview sessions of approximately one hour each. Ten mobile units made possible the operation of 23 test centers at different elementary school sites. The battery of instruments (4) used is available in three appendices to the preliminary report.

A comprehensive picture of approximately 1,700 pupils involved in the study has been made, using tools from the fields of anthropology, education, psychology, and sociology. These data are available to all qualified researchers who are pursuing studies in similar or related fields.

In-Service Training

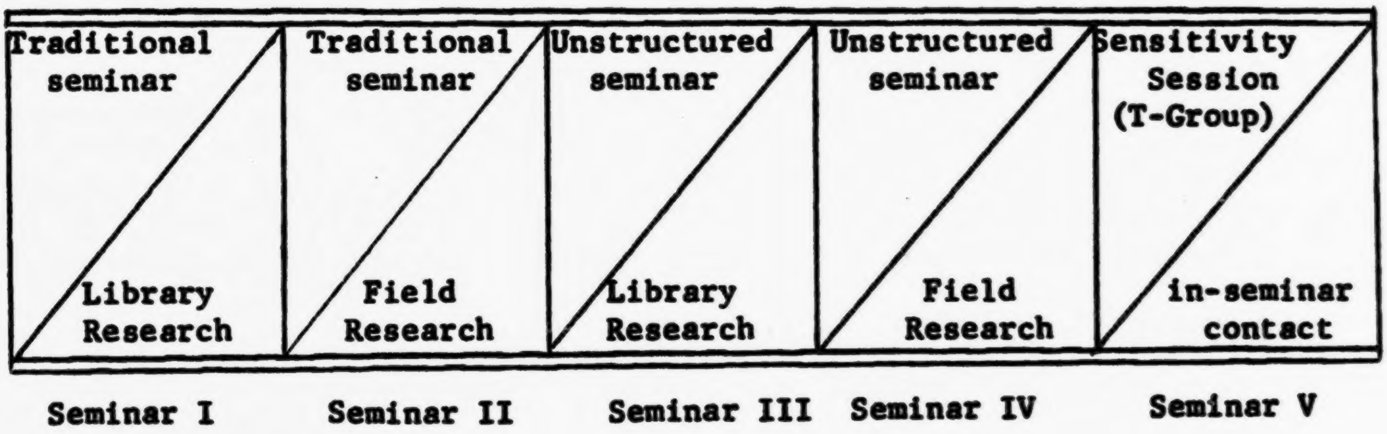
In order to make desegregation a functional reality, the Riverside School District and the University of California at Riverside conducted a six-week experimental in-service institute (1) during the summer of 1966. The primary purpose of the institute was, "to provide teachers and administrators with conceptual understanding as well as specific information concerning cultural differences, minorities in American society, and the school as an agent of cultural transmission." A total of 82 persons attended the institute. Seventy-one elementary teachers, one junior high vice principal, and ten educational aides attended. Ethnically, there were seven Mexican-Americans, 15 Negro-Americans, and 60 Anglo-Americans.

The institute was structured under two courses, "Anthropology for Teachers," and "Seminar on Teaching the Culturally Different." For each course, three units of University of California Extension credit were given. Only grades of "pass - fail" were given. It was hoped that this grading system would lessen the threatening aspect of grades and would contribute to greater enjoyment and learning from the courses. Throughout the courses, various evaluative techniques were used. Some of the findings from the evaluations are reported in Preliminary Report and Evaluation of the Riverside In-Service Institute. Further analysis of the evaluation instruments will be completed.

In-Service Institute

The experimental design for the in-service institute was based on all participants attending a series of lectures on cultural anthropology and also attending one of five types of seminar groups. Figure I gives the design of the seminar groups.

Figure I
SEMINAR ORGANIZATION
AT RIVERSIDE IN-SERVICE INSTITUTE


Traditional seminar
Library Research
Traditional seminar
Field Research
Unstructured seminar
Library Research
Unstructured seminar
Field Research
Sensitivity Session (T-Group)
in-seminar contact
Seminar I
Seminar II
Seminar III
Seminar IV
Seminar V

All participants attended lecture-discussion in Cultural Anthropology. The principal lecturer was Dr. Samuel Stanley, Associate Professor of Anthropology at California State College at Los Angeles. No research paper was assigned. The participants were provided a reading list, concerned with broad readings in anthropology and education.

In-Service Institute Evaluation

The lecture discussion participants completed a structured questionnaire at the end of the lecture series. In summary, the following results were obtained:

1. Two-thirds reported that their opinions had been changed by the lectures.
2. Four-fifths reported that their attitudes toward the culturally different were more favorable as a result of the lectures.
3. Two-thirds thought the lectures had helped them to understand their students.

Various evaluative techniques were used to measure the effectiveness of the Seminar Groups compared with the established criteria. Briefly, the techniques used were: observers, objective test on knowledge of man, and culture, "before" - "after" questionnaire, essay type examination, participant course ratings, co-directors' evaluations, measurements from "The Guilford Zimmerman Personality Inventory," "Edwards Personal Preference Inventory," and the "Heath Social - Class Identification Scale." More detailed information on findings of the various evaluative techniques are reported in Preliminary Report and Evaluation of the Riverside In-Service Institute.

A reflection of the findings are indicated in the conclusions and recommendations of the report. Some of their conclusions and recommendations are reported under the following questions:

What kind of lecture content is most appropriate?

a. Cultural Anthropology is probably the best suited of the various academic disciplines to provide the most useful basic knowledge of culture and society for teachers.

b. Attention should be directed to the demolition of currently held "folk theories and myths" regarding our culture and society, as well as about "minority groups."

c. The materials presented should be accurately gauged to the learning level of the participants.

d. Content presentation can be gauged by securing participant feedback early in the course.

e. Participants with more experience or background in the content area of the course might be utilized more effectively in some leadership capacity.

f. Fewer, but perhaps longer lectures, might make it possible to schedule more seminar sessions.

g. In spite of the general appraisal by participants of the value of the Institute, most of them indicated that they were unable to transfer theory into practice and, therefore, would also appreciate "Methods" oriented training.

h. Without the substantive material, the seminars would be of little value.

What organization of seminars best meets the objectives set?

a. The seminars provide the setting in which to build group feeling. Therefore, more meetings of the seminars should be planned--perhaps three sessions per week instead of two--in order to establish strong in-group feeling.

b. Seminars which provide intensive interaction--exchange of feelings, e.g., the "social-emotional area" of Bales' system, introspection, etc.--support growth and change.

c. The selection of the seminar leader is of paramount importance, regardless of the type of structure to be utilized for the seminar.

d. Since it is more difficult to find "traditional" leaders who will generate intensive interaction, the unstructured seminar model tends to best fulfill the needs of the program.

e. The unstructured seminar gives greater opportunities to deal with the anxieties and tensions of the participants regarding their involvement in a project such as this.

f. The more positive the group identity, the greater the amount of change associated with the group.

g. Fear of painful exposure to cultural differences is evident and inhibits effective functioning.

h. Increased contact with cultural and racial diversity begins with maximum heterogeneity of seminar groups.

i. Pressure from the staff, both personally and through program design, is necessary to overcome the inhibitions concerning meaningful inter-cultural and inter-racial contacts which many of these participants exhibit.

j. The chief function of the seminar leader is to guide the seminar sessions to a thorough confrontation of the underlying issues, even though this may be painful for many. Participants cannot gain significantly from the experience without renouncing the protection of discussing only superficialities and facing their real feelings about cultural and racial diversity.

k. Competent specialists in group dynamics, sensitivity training, group therapy, or related disciplines are most likely to understand and function effectively with this kind of a program assignment.

l. Non-school personnel should be utilized for seminar leaders to avoid any defensiveness about institutional continuities and professional sensitivities.

What type of research activities profit the student most?

a. While some participants planned and executed meaningful research for themselves in an unstructured setting, the most profitable research activities were clearly those of a highly structured nature, whether in the library of in the field.

b. Unstructured library research is virtually useless.

c. Intensive, individual contacts with culturally and racially different persons seems to be the most effective method for participants to gain commitment to the program and confidence in themselves to carry out its objectives.

Third Culture Curriculum

An experimental program was developed and initiated in one elementary school having three kindergarten classes. The aim of the program was to develop favorable racial attitudes of very young children. The ethnic composition of the classes represented Anglo-Americans, Mexican-Americans, and Negro-Americans. The experimental curriculum centered around an intensive study of the culture and history of the American Indian, an ethnic group not represented in the classroom. It is anticipated that this new curriculum will aid class members with verbalization and conceptualization of fundamental similarities existing between groups which may seem superficially different.

An observer was placed in each kindergarten classroom to gather ethnographic type data on the on-going processes in the group. The classes having the "Third Culture" curriculum will be compared with classes having a more traditional curriculum.

Using Piaget's Theories

Ten volunteer first grade teachers participated in an in-service training program designed to aid first grade pupils to understand, observe, evaluate and foster the development of cognitive skills. The purpose of the training was to use Piaget's theories to point out intellectual skills which foster the child's growth from the prelogical to logical concrete thinking. Five of the teachers have classes consisting entirely of minority children in segregated schools, while the other five teach classes consisting mostly of Anglo children, but including a small number of minority children.

Data were collected on a sample of minority children in segregated and integrated classes. Data were analyzed during the summer of 1966. The results have not been reported.

NEW DIRECTIONS

The Riverside study is quite complex in its approach. The continuing analysis of data collected earlier makes it possible to generate other studies in the area of learning and social development among the students being studied. A new approach is being formulated for the education of teachers and administrators in the system based on the findings (1) reported on the summer in-service institute. This extensive program of in-service education is being funded through other sources.

AVAILABLE MATERIAL

The Co-Directors of this project would be willing to aid other researchers in the replication of a similar type project.

1. Carter, Thomas P., Preliminary Report and Evaluation of the Riverside In-Service Institute. August 26, 1966, pp. 51 plus Appendix. Contact Project Directors.

2. Staff Report, Study of Desegregation in the Riverside, California, Public School: Progress Report. Riverside Unified School District and University of California at Riverside, June 1, 1966, pp. 14.

3. Staff Report, Presentation and Review of Measurement Instruments Used April to November, 1966. Riverside Unified School District and University of California at Riverside, 1966, pp. 13.

4. Three publications of Appendices:

   (a) "Study of Desegregation in the Riverside, California, Public School: Progress Report Appendices:"

      Appendix A - Modifications to Children's Interview Schedule I, Riverside Desegregation Study, Spring, 1966.

      Appendix B - Riverside Desegregation Study, Children's Interviews II, Spring, 1966, (K - 3).

      Appendix C - Data Sheet for Peer Ratings and Sociometric Ratings Grades K - 3, Spring, 1966, Data Sheet for Peer Ratings and Sociometric Ratings, A Class Play, Grades 4 - 6, Spring, 1966.

      Appendix D - Standardized Behavioral Ratings Schedule.

   (b) "Factors Contributing to Adjustment and Achievement in Racially Desegregated Public Schools: Appendices"

      Appendices A through E have the same survey instruments as listed above plus the following:

      Appendix G - Teacher Questionnaire, Spring, 1966.

      Appendix F - Riverside School Study: Family Variables

      Appendix H - Methods used to inform parents about the nature and value of the Riverside project.

   (c) "Continuation of In-Service Education for Evaluation of Integration Efforts: Appendix A"

      Riverside School Study, Parent Interview Schedule, Summer, 1966, (English and Spanish written version).

      Riverside School Study, Mother's Report on Child (English and Spanish version).

      Riverside School Study, Father's Report on Child (available only in Spanish written version).

      Riverside School Study, Family Variables (English and Spanish version).

McATEER PROJECT
M5-22

TITLE: An Analysis of Comparative Data from Schools in Predominantly Negro, Mexican-American, and Privileged Sections of Los Angeles

DATES: June 1, 1966 to August 31, 1966

INSTITUTION: California State College at Los Angeles

DIRECTOR: Dr. Kenneth A. Martyn
Professor of Special Education
California State College at Los Angeles
5151 State College Drive
Los Angeles, California 90032
Phone: (213) 224-3301

PURPOSE

Data collected from teachers, school administrators, and parents from six geographical areas of Los Angeles were used in this project to achieve the following objectives:

A. To provide a baseline of data where significant differences could be compared for evaluation of changes and accomplishments in the school program as various new programs of federal, state, and local agencies are made effective.

B. To provide data on tapes so that it could be used for comparison and analysis with other studies in other sections of the state and nation.

C. To determine the complex interrelationships among and between several variables--attitude, experience, and preparation of teachers, administrators, students, and parents and the instructional program, facilities, financial support, and instructional materials--that influence school achievement in disadvantaged areas.

D. To obtain additional data to test some of the hypotheses developed from the analysis of the comparative data as they particularly affect the recruitment, selection, preparation, and assignment of teachers and administrators to work with students and parents in disadvantaged areas.

A projected outcome was to develop a computer program that could be used by other districts in working with similar data.

PRESENT STATUS

The presently reported information is preliminary and represents a small proportion of the analyses being undertaken. The six geographic areas of Los Angeles represented by the data were Boyle Heights, Watts, East Los Angeles, Avalon, Compton, and Pacific Palisades. Raw data for this study were obtained by Dr. Kenneth Martyn in developing the educational section of the McCone Commission's report on the Los Angeles riots (Report on Education to the Governor's Commission on the Los Angeles Riots, November, 1965). The data from Pacific Palisades tended to represent a control group. The tables represent a compilation based on a return of more than 90 per cent of the questionnaires.

More than 6,000 separate analyses were made in studying these intercorrelations. More than 4,000 tables were obtained in the first computer run. Of these, perhaps 20 per cent are of sufficient interest and statistical significance to warrant consideration. As the study progresses, more refined methods of analyses are being applied.

Tables giving the present status of the analyses are presented in Appendices A and B of the preliminary report (2). The extent of the analyses can be seen in the scope of titles of tables listed below. Titles of tables found in Appendix A of the preliminary report relating to significant correlations among and between factors considered are as follows:

1. Parents' Attitude Toward Schools and Teachers in Comparison Areas of Los Angeles.
2. Parents' Attitude Toward Schools and Teachers in Comparison Areas of Los Angeles (with privileged areas withdrawn from statistics).
3. Administrators' Attitude Toward School Assignment in Comparison Areas of Los Angeles.
4. Administrators' Attitude Toward Schools in Comparison Areas of Los Angeles (with privileged areas withdrawn from statistics).
5. Attitude of Elementary Teachers Toward School Assignment and Student Motivation in Comparison Areas of Los Angeles.
6. Attitude Toward School Administration, Parents, and Students as Rated by Elementary School Teachers in Comparison Areas of Los Angeles.
7. Attitude Toward Years in Area and Grade Level as Rated by Elementary Teachers in Comparison Areas of Los Angeles.
8. Educational Background of Secondary Teachers as it Related to School Assignment and Student Motivation in Comparison Areas of Los Angeles.

9. Employment Status and Total Years of Teaching of Secondary Teachers as they Relate to School Assignment, Students, Parents, and School Administration in Comparison Areas of Los Angeles.
10. The Relationship of School Assignment, Student Motivation and Parents as they Relate to Other Variables Rated by Elementary Teachers in Comparison Areas of Los Angeles.
11. The Relationship of School Assignment, Student Motivation and Parents as they Relate to Other Variables Rated by Secondary Teachers in Comparison Areas of Los Angeles.

Titles of tables found in Appendix B of the preliminary report relate to improvements recommended in open-ended questions and attitudes about these improvements. These titles are as follows:

1. Administrators' and Parents' Attitudes Toward Recommendations and Improvements.
2. Elementary Teachers' Attitudes Toward Recommendations and Improvements.
3. Secondary Teachers' Attitudes Toward Recommendations and Improvements.
4. Administrators', Parents', and Teachers' Attitudes Toward Recommendations (percentage).
5. Administrators', Parents', and Teachers' Attitude Toward Improvements (percentage).

Selected tables from the preliminary report and notes for their interpretation form Appendix B of this report.

Several tentative conclusions are drawn from analyses of data presented in the preliminary report. These conclusions are significant in the complex structure of the study of attitudes of parents, teachers, and administrators towards educational problems of the disadvantaged.

NEW DIRECTIONS

The project has been extended for the year 1966-67. Further analyses are being made in terms of multiple correlations existing in data analyzed. A comprehensive review of the literature relating to these data is being drawn up. When the project is completed in the spring of 1967, a thorough and complete analysis of significant baseline data and significant conclusions derived are expected as the end products of this study.

AVAILABLE MATERIAL

1. For information concerning the computer program
   Contact Dr. Charles L. Clark
   Professor of Mathematics
   California State College at Los Angeles
   5151 State College Drive
   Los Angeles, California
2. Martyn, Kenneth A., Preliminary Findings and Progress Report. Los Angeles: California State College at Los Angeles, 1966. pp. 22.
3. A computer program for studying correlations between and among expressed attitudes of teachers, parents, and school administrators.

PART III

APPENDICES

APPENDIX A

Table 9

DISTRIBUTION OF 6,315 PERSONS INVOLVED IN THE 1965-1966 PROJECTS

Persons Involved	M5-1	M5-2	M5-3*	M5-6	M5-7	M5-11	M5-13	M5-14	M5-16	M6-18*	M5-20	M5-21	M5-23	Total
Pre-Service (Teacher trainees)		36							483		100		60	679
In-Service (Teachers)	64	68	60	279		95	47	82	99		6	10	48	858
Associate Teachers	22													22
Teacher Aides				50				10					32	92
Pupils		158			75			1700	16	50	159	130	1000	3288
Parents					75			1200	11	50	40			1376
Total	86	262	60	329	150	95	47	2992	609	100	305	140	1140	6315

*Project started September, 1966

M5-4 - A planning grant involving educational planning in the McClymonds area.

M5-22 - A research project involving computer operations of previously obtained data.

APPENDIX B

Notes on the interpretation of Appendix B are provided as follows:

Tables 10 and 11

X^2 = The chi square statistic

df = Degree of freedom

r = Coefficient of correlation

D = Dependent - Test results significant at the .05 level

$\underline{D}$ = Dependent - Test results significant at the .01 level

I = Independent - Test results significant at the .05 level

$\underline{I}$ = Independent - Test results significant at the .01 level

Abbreviations Used

BH = Boyle Heights

ELA = East Los Angeles

W = Watts

A = Avalon

C = Compton

PP = Pacific Palisades

E = Elementary

S = Secondary

Table 10

PARENTS' ATTITUDE TOWARD SCHOOLS AND TEACHERS IN COMPARISON AREAS OF LOS ANGELES

Variable		Sch Vst This Yr	Sch Vst Last 5 Yr	Tchrs Fair	Teaching Reading Well	School Rating	Teacher Rating	PTA Membership
Geographic Area	X^2	4.52	4.35	37.36	26.65	28.06	37.09	20.14
	df	5	5	D 15	D 5	D 15	D 20	D 5
School Visits This Year	X^2		41.73	8.61	.008	.01	5.25	3.81
	df		D 1	D 3	I 1	I 3	4	D 1
	r		.59	-.17	.01	-.05	.12	.18
School Visits Last 5 Years	X^2			5.29	.60	6.11	5.68	8.28
	df			3	1	3	4	D 1
	r			-.13	-.07	-.09	-.03	.26
Teacher's Fairness	X^2				15.52	9.14	16.71	2.48
	df				D 3	9	12	I 3
	r				-.29	-.01	-.28	.14
Teach Reading Well	X^2					11.53	15.47	.31
	df					D 3	D 4	D 1
	r					.24	.30	-.05
School Rating	X^2						30.93	1.34
	df						D 12	I 3
	r						.28	.003
Teacher Ratings	X^2							3.40
	df							4
	r							-.15

Table 11

PARENTS' ATTITUDE TOWARD SCHOOLS AND TEACHERS IN COMPARISON AREAS OF LOS ANGELES

(with privileged areas withdrawn from statistics)

Variable		Sch Vst This Yr	Sch Vst Last 5 Yr	Tchrs Fair	Teaching Reading Well	School Rating	Teacher Rating	PTA Membership
Geographic Area	X^2	2.34	4.20	33.04	26.37	27.60	33.92	9.87
	df	4	4	12	D 12	D 16	D 16	D 4
School Visits This Year	X^2		30.81	6.40	.05	1.58	5.25	1.12
	df		D 1	D 3	I 1	3	4	1
	r		.56	-.14	.02	-.04	.13	.11
School Visits Last 5 Years	X^2			4.34	.36	8.56	7.10	4.63
	df			3	1	D 3	D 4	D 1
	r			-.10	-.06	.08	-.03	.22
Teacher's Fair-Ness	X^2				19.58	9.22	15.30	5.81
	df				D 3	9	12	3
	r				-.34	.05	-.28	.23
Teach Reading Well	X^2					10.64	9.34	.29
	df					D 3	D 4	1
	r					.26	.24	-.05
School Rating	X^2						30.57	1.21
	df						D 12	I 3
	r						.25	.002
Teacher Ratings	X^2							3.71
	df							4
	r							-.18

Table 12

PARENTS, ADMINISTRATORS AND TEACHERS ATTITUDE TOWARD RECOMMENDATIONS
(Percent Favorable)

Item	Parents	Admin	Teachers											
			BH		ELA		W		A		C		PP	
			E	S	E	S	E	S	E	S	E	S	E	S
Reduce Class Size	35	6	18	13	11	6	9	9	9	15	11	11	13	16
More Special Services	19	26	20	17	25	21	13	12	22	20	24	25	35	22
Pay More	0	1	4	5	0	6	0	4	3	3	5	4	1	17
Instructional Materials	4	19	9	13	22	14	6	10	12	12	7	12	20	15
Expect More in Basics	12	5	4	7	4	4	0	11	1	3	2	7	4	1
Food and Cafeterias	8	0	0	0	0	1	14	2	3	2	0	1	0	0
More Use of School	4	9	11	9	5	10	17	11	15	6	10	6	4	7
Better Parent Rapport	8	19	13	16	17	20	20	19	13	14	22	13	13	8
Improve Reading, Writing	4	0	7	6	1	1	1	10	7	8	2	6	1	1
Racial Administration	0	1	2	1	2	0	5	4	3	5	3	3	0	0
Teacher Orientation	4	6	7	6	8	7	7	8	10	8	9	8	4	8
Better Facilities, Services	4	9	4	9	5	9	10	1	2	3	6	5	3	5

Table 13

PARENTS, ADMINISTRATORS AND TEACHERS ATTITUDE TOWARD IMPROVEMENTS
(Percent Favorable)

Item	Parents	Admin	Teachers											
			BH		ELA		W		A		C		PP	
			E	S	E	S	E	S	E	S	E	S	E	S
Reduce Class Size	17	21	30	24	28	30	34	30	30	30	31	30	21	39
More Special Services	14	19	19	13	15	17	15	22	17	20	23	21	29	22
Pay More	0	0	1	0	0	0	0	2	0	1	2	1	0	0
Instructional Materials	8	14	20	25	28	22	19	18	19	23	14	17	32	23
Expect More in Basics	17	1	2	2	4	2	0	2	0	1	2	5	2	0
Food and Cafeterias	3	0	0	0	0	0	5	0	3	0	0	0	0	0
More Use of School	8	6	3	3	6	5	6	3	7	2	7	14	5	1
Better Parent Rapport	9	9	10	11	7	5	8	5	8	6	9	7	2	0
Improve Reading, Writing	17	3	9	6	1	4	4	9	8	5	2	5	2	1
Racial Administration	0	0	1	0	0	0	1	1	1	1	1	0	0	0
Teacher Orientation	3	4	2	2	3	2	2	3	4	3	3	2	0	1
Better Facilities, Services	5	23	5	14	9	14	4	7	3	8	7	8	8	12

APPENDIX C

SUMMARY OF AVAILABLE MATERIAL

In Appendix C the publications and materials developed by the projects are categorically listed. The categories listed are:

1. Collection of Lectures and Other Presentations
2. Data Banks and Computer Programs
3. Summary Reports and Supplemental Reports
4. Tests, Scales, Opinionaires and Other Instruments
5. Video Tapes and Films

The purpose of this listing is to stimulate the exchange of findings and materials of persons concerned with improving the education of disadvantaged children.

The material is listed for quick and ready reference. The title of each item is given in the first column. Following each title is the number of the project from which the item is derived. A brief annotation is given for each item in the third column. A person desiring more information about the material listed should turn to the project summary. If the details of the project summary suggest further interest in the material, the person should contact the project director or other designated individuals.

Table 14

SUMMARY OF AVAILABLE MATERIAL

COLLECTION OF LECTURES AND OTHER PRESENTATIONS			
1.	Summary In-Service Education Program Lincoln School	M5-1	A collection of authorative lectures and group reports from an in-service program.
2.	Preschool Socialization and the Development of Competence	M5-7	A paper presented by Peter B. Lenrow to the Western Psychological Association April 30, 1966.
3.	Disadvantaged Deaf Children Institute	M5-11	A collection of 16 papers presented by nationally recognized authorities.
DATA BANKS AND COMPUTER PROGRAMS			
1.	Riverside School Study Code Book	M5-14	This book contains the tabulation results of Riverside school interviews with 904 boys and 873 girls.
2.	Information on 1777 school pupils in the Riverside Desegregation Study	M5-14	Thirty-one IBM cards on each of 904 boys and 873 girls are available for use by qualified researchers. These data are indexed in the Code Book.

3.	Comparative data on computer tapes from schools in predominantly Negro, Mexican-American, and privileged sections of Los Angeles	M5-22	The data on the tapes could be used for comparison and analysis of attitude toward school with other studies.
SUMMARY REPORTS AND SUPPLEMENTAL REPORTS			
1.	Project Evaluation: Program of Compensatory Education	M5-1	A report on Compensatory Education in Pasadena City Schools
2.	Sausalito Teacher Education Project: STEP	M5-2	A report of the various programs in the Sausalito schools.
3.	Race and Class in Marin City: A Report to the STEP Project	M5-2	The report provides background information to school personnel.
4.	Background Material in Marin City, California: Where our Disadvantaged Children Live	M5-2	The report provides background information to school personnel.
5.	Outline of GAP Project Procedures	M5-3	The report is given to the in-service teachers as a course outline.
6.	McClymonds: A Search for Environmental and Educational Excellence	M5-4	A final report on the present situation in West Oakland and suggestions for improvement.
7.	Proposal for a Prototype Cottage School in West Oakland	M5-4	The proposal outlines the set-up and operation of a Cottage School for pre-school children.

8.	McClymonds: A Problem in Urban Renewal	M5-4	A short analysis of the process and procedures used in the McClymonds Area Study.
9.	McClymonds: A Problem in Urban Renewal	M5-4	An evaluation of the procedures used in the McClymonds Area Study.
10.	A Program for Improving the Abilities of In-Service Teachers and Student Aides to Work with Educationally Deprived Children	M5-6	A report of the pre-service and in-service activities in 15 school districts in the San Diego area concerning disadvantaged children.
11.	Pre-School Educational Conventional Intellectual Competence and Creativity	M5-7	A progress report on the effects of three types of pre-school curricula on two groups of children.
12.	In-Service Training Staff Development for Educators of Disadvantaged Deaf Children	M5-11	A final report and evaluation of the in-service training program.
13.	An In-Service Training Program for Special Education Branch Staff Personnel: Final Evaluation	M5-13	A final report on the in-service training program.
14.	Study of Desegregation in the Riverside, California Public School: Progress Report	M5-14	A progress report on the four separate aspects of the Riverside School Desegregation Study.
15.	Preliminary Report and Evaluation of the Riverside In-Service Institute	M5-14	A report on the procedure and evaluation of the six-week summer institude for Riverside school staff.

16.	Presentation and Review of Measurement Instruments Used April to November, 1966	M5-14	A report on the use and interpretation of instruments used.
17.	Program of Demonstration, In-Service and Pre-Service Teacher Education and Research on Compensatory Education	M5-16	A report on various aspects of the San Fernando Valley State College project.
18.	A Training Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth	M5-20	A progress report of the summer remedial program at UCLA.
19.	Supplemental Report - Project M5-21 In-Service Training Program - Anytown, U.S.A.	M5-21	A report on the summer camp in-service training.
20.	Preliminary Findings and Progress Report	M5-22	A report on significant findings from the first computer run of data.
21.	Report of In-Service Training for Individualizing Instruction and Use of Multi-Person Teaching Situations for Disadvantaged Children	M5-23	A report on the pre-service and in-service training activities at Enterprise City School District.

TESTS, SCALES, OPINNAIRES AND OTHER INSTRUMENTS

1.	STEP Interview Schedule	M5-2	A schedule designed to determine STEP students and student teacher's reaction to their participation in the STEP program.

2. Categorial Protocol Derived from the Content Analysis of Transcribed Taped Interviews with STEP Students and Student Teachers	M5-2	An instrument designed to provide a categorical analysis of the results of the interview schedule.
3. Coding Protocol	M5-2	An instrument to provide a common frame of reference for describing and categorizing teacher's verbal communication.
4. Summary of Responses of Teachers, STEP tutors, and Tutees to Questions Regarding the Study Center	M5-2	A summary of comments made by teachers, STEP tutors, and tutees to questions concerning the STEP Study Center.
5. Direct Experience Inventory	M5-2	A list of questions designed to determine the prior outdoors experience of Sausalito children and teacher-counselors.
6. Interest Inventory	M5-2	An interest inventory used to determine the change in "camp oriented" activities after the outdoors experiences.
7. Children's Feelings About School - Intermediate Grades	M5-3	A diagnostic tool for gathering data on sources of childrens' dissatisfaction with school.
8. Individual Interview Form	M5-3	A diagnostic tool for gathering data on sources of childrens' dissatisfaction with school.

9. Group Interview Form	M5-3	A diagnostic tool for gathering data on sources of childrens' dissatisfaction with school.
10. Observation Guide and Form	M5-3	A diagnostic tool for gathering data on sources of childrens' dissatisfaction with school.
11. Teacher's Check List	M5-3	A diagnostic tool for determining sources of teachers' dissatisfaction and attitudes toward school.
12. Teacher Report of a Behavioral Incident or Situation	M5-3	A diagnostic tool for determining sources of teachers' dissatisfaction with school.
13. Apple Attitude Test	M5-6	An instrument designed to assess teacher attitudes toward various minority groups and other individuals in the schools.
14. Evaluation of Teacher Aides - An Inventory	M5-6	An instrument used to evaluate high school students as teacher aides.
15. A Q-Sort for Measuring Children's Coping Styles	M5-7	An instrument used to describe how children react to problems from many settings.
16. A Q-Sort for Measuring Style and Quality of Teacher-Child Interaction	M5-7	An instrument used to describe interaction between teacher and child.

17. A Q-Sort for Parents	M5-7	An instrument used to describe parents' modes of relating to their children.
18. A Description of Several Ideal Hypothetical Teachers	M5-7	A theoretical description of teachers used in conjunction with the investigator's study of model curricula.
19. A Psychometric Instrument for Measuring Levels of Cognitive Development	M5-7	An instrument used to assess children's level of cognitive development.
20. Selected Scales in the Areas of Human Relations and Administration/Supervision	M5-13	Instruments designed to help participants gain insight into their own personality and interpersonal relationships.
21. Presentation and Review of Measurement Instruments Used April to November, 1966	M5-14	This report presents the interpretation of the instruments used in the Riverside Study.
22. Modifications to Children's Interview Schedule I, Riverside Desegregation Study, Spring, 1966, (K-3)	M5-14	A series of interview schedules designed to collect data on children's attitudes, aspirations, perception, special orientation, and other factors used in the study.
23. Standardized Behavioral Rating Schedule	M5-14	A behavior rating scale designed to rate children's behaviors in terms of overtly observable characteristics as they interact. in school settings.

24. Teacher Questionnaire, Spring, 1966	M5-14	Questionnaires designed to secure demographic and attitudinal information about teachers who will be teaching integrated classes.
25. a. Methods Used to Inform Parents About the Nature and Value of the Riverside Project b. Riverside School Study: Family Variables c. Riverside School Study, Parent Interview Schedule, Summer, 1966, (English and Spanish written version) d. Riverside School Study, Mother's Report on Child (English and Spanish Version) e. Riverside School Study, Father's Report on Child (Spanish Version Only) f. Riverside School Study, Family Variables (English and Spanish Version)	M5-14	Instruments designed to obtain demographic information about the families and parental attitudes toward schools and education.
26. Test Anxiety Scale for Children (TASC)	M5-20	An instrument designed to measure the degree of anxiety and concern that children at different age levels had about academic achievement and related school matters.

VIDEO TAPES AND FILMS

1. A Training Film for Pre-School Teachers Based on the Summer Experience. (Title to be Assigned)	M5-7	This film is suitable for pre-service and in-service training of teachers.

2.	Teaching Reading to Disadvantaged Deaf Children	M5-11	Lecture - Developing the language factors, learning patterns, the readiness for instruction, and the pupil's relations to the school in predicting the success or failure of the culturally disadvantaged child.
3.	Teaching Speech in the Classroom and at Home	M5-11	Lecture - Presenting a general view of teaching speech to deaf children.
4.	The Auditory Channel in the Education of Deaf Children	M5-11	Lecture - Presenting in practical terms of the auditory channel and its implication in the education of disadvantaged deaf children.
5.	Problems in Psychological Assessment of Deaf Ability and Achievement	M5-11	Lecture and Demonstration - Use of educational media, methods and curriculum in teaching the disadvantaged deaf child.
6.	How to Reach the Disadvantaged	M5-11	Lecture - Presenting the sociological implications to the larger community.
7.	The Task and the Teacher	M5-11	Lecture - Points on social sensitivity of the deaf child.
8.	An Audiologists View of the Disadvantaged Deaf	M5-11	Lecture - Increasing the understanding of parents and teachers to the problems of disadvantaged deaf children.
9.	Psychoneurological Learning Problems in Hearing Impaired Children - Fact or Fallacy	M5-11	Lecture - Methods of assisting the deaf child in developing effective cognitive strategies.

10.	Educational Media, Methods and Curriculum	M5-11	Lecture and Demonstration - Use of educational media methods and curriculum in teaching the disadvantaged deaf child.
11.	Current Research in the Area of the Hearing Handicapped Child	M5-11	Lecture - A review of current research
12.	Correlating Reading and Language Instructions	M5-11	Lecture - Increasing the literacy of the deaf child.
13.	Research Studies on the Psycholinguistic Behavior of Deaf Children	M5-11	Lecture - Reports on results of research studies.
14.	Transparencies for Teaching Deaf Children	M5-11	Lecture and Demonstration - Presentation of the use of the overhead projector to develop concepts and language skills.
15.	A Multi-Media Approach in the Classroom	M5-11	Lecture and Demonstration - A description of new equipment and materials used in the captioned films for the Deaf Research Project.
16.	Factors Contributing to Language Development	M5-11	Lecture - Acquiring concepts, perceptions, and cognitive patterns through cumulative interaction of the growing child with his environment and his experiences.
17.	Language - Linguistics for Hearing	M5-11	Lecture - The application of linguistic principles to teaching children with hearing defects.

18.	Programming 8mm Films to Teach the Deaf	M5-11	Lecture - A description and review of research conducted at the Prescott School in Lincoln, Nebraska in which films were used to provide speech reading practice.
19.	Mediated System for Teaching the Deaf	M5-11	Lecture - A challenge to design mediated learning systems.
20.	A film suitable for in-service training of teachers	M5-11	Film - Focused on certain activities of an NDEA Institute for Advanced Study as one prototype of in-service education.
21.	"Parents and Friends," "School and Teachers," "Boy-Girl Relationships."	M5-21	Discussions among high school students on three topics.
22.	Video tapes (unedited) made of classroom science, mathematics, reading center, and social science culmination activities. Each topic was taped for about 20 minutes.	M5-23	Pre-service and in-service training.

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